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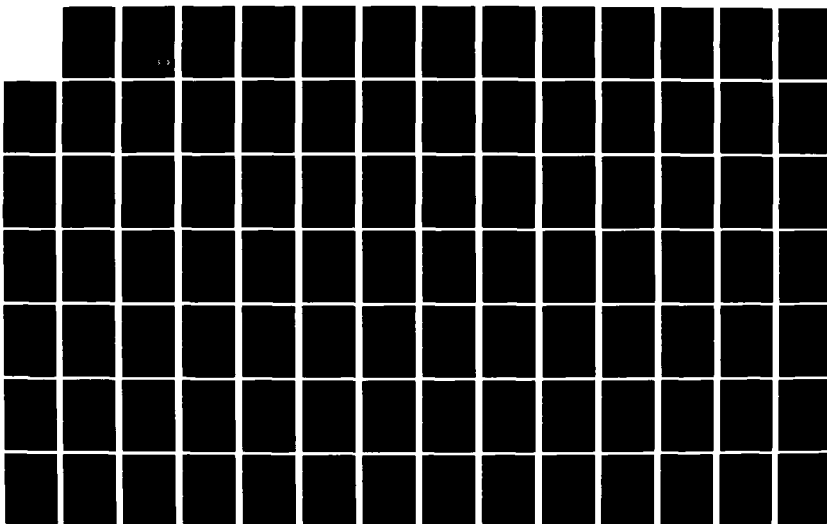
JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS-915
ENVIRONMENTAL HEALTH SP. (U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER. 30 AUG 77

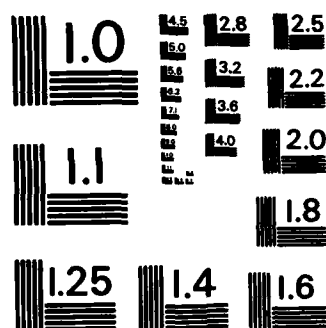
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JOB LANGUAGE PERFORMANCE REQUIREMENTS
FOR 91S

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ENVIRONMENTAL HEALTH SPECIALIST

REFERENCE SOLDIER'S MANUAL DATED

30 August 1977

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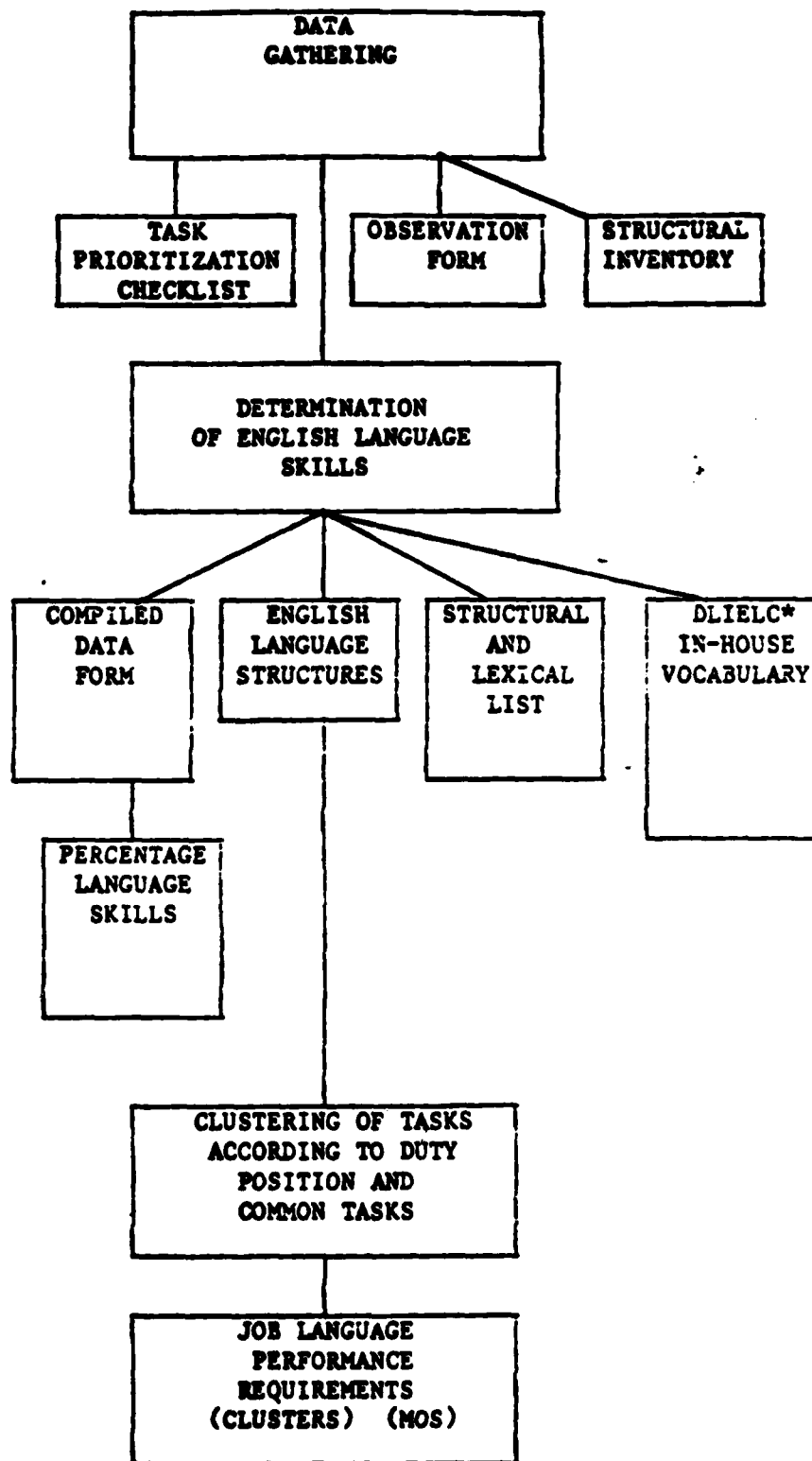


FIGURE 1

*Defense Language Institute English Language Center

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| 20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified. ← | | |

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PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for development of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

SECTION I: DATA GATHERING

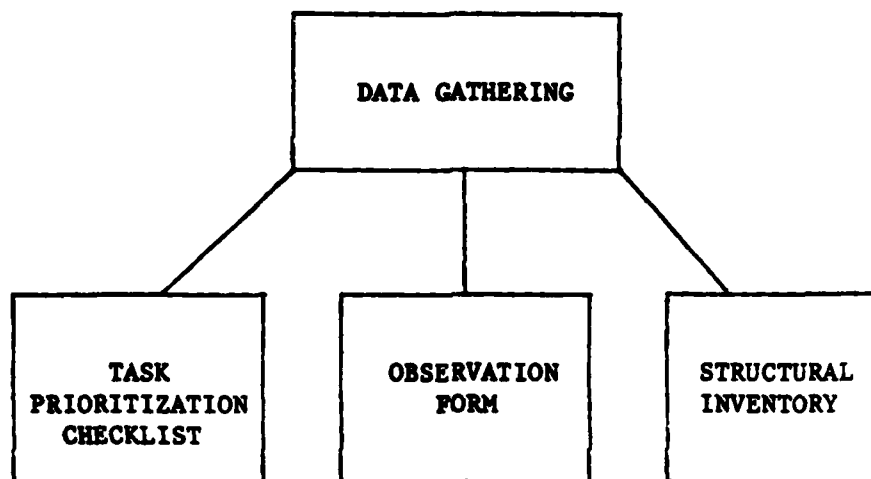


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

1. Is the task taught?
2. How is the task taught?
3. Is the task tested?
4. How is the task tested?
5. How important are speaking, listening, reading and writing in learning and performing the task?
6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

SUMMARY/CONCLUSION:

The tools for data gathering were:

1. The Task Prioritization Checklist (Appendix 1)
2. The Task Inventory Compiled Data Form (Appendix 2)
3. The Observation Form (Appendix 4)
4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

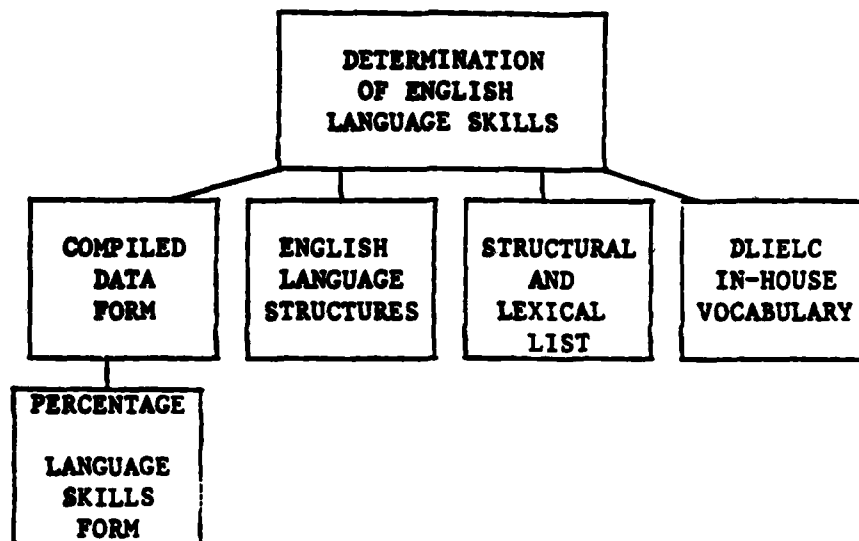


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

1. Methods of teaching.
2. Methods of testing.
3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

| VARIABLE | ENGLISH LANGUAGE SKILLS |
|---|---|
| Methods of Teaching demonstration lecture hands on self-paced | listening, listening, writing listening reading, writing |

| | |
|---|---|
| Methods of Testing performance oral written | listening speaking writing, reading |
| Rating of English Language Skills listening speaking reading writing | *a response of 2 or 3 on a scale of 1 to 3 was tallied a response of 1, 2, or 3 on a scale of 1 to 5 was tallied |

*See A1

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

$$TR \div TxVxR = \% \text{ of use}$$

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

| | |
|-----------|-----|
| Listening | 49% |
| Speaking | 29% |
| Reading | 41% |
| Writing | 45% |

As shown by the figures, listening is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technical Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

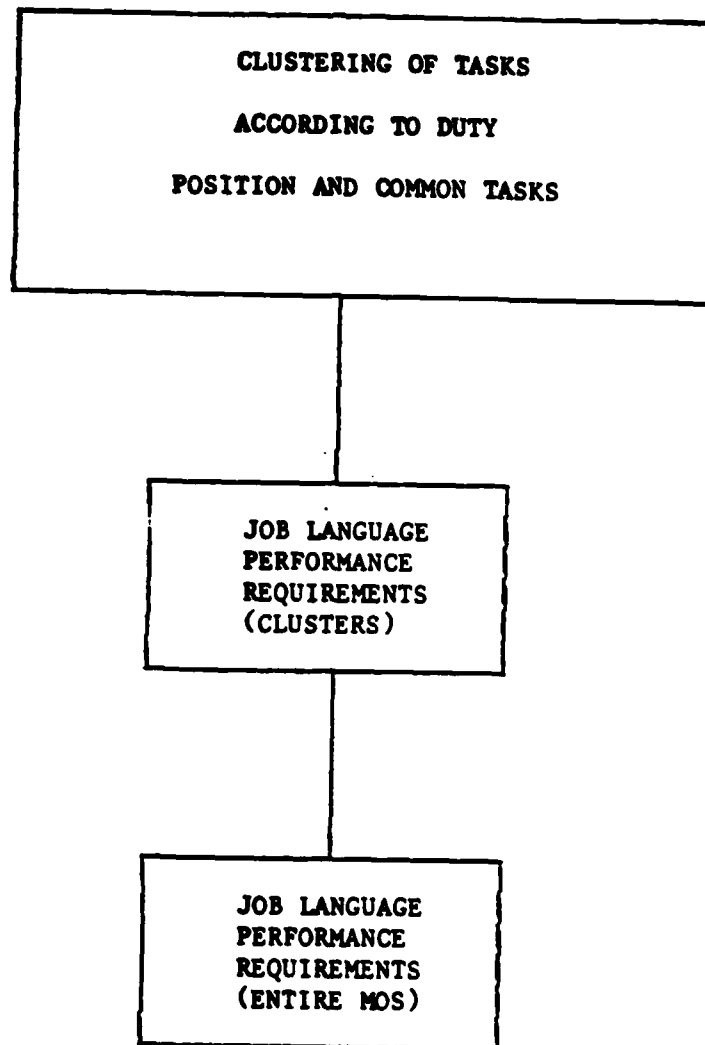


FIGURE 4

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

1. FIRST AID
2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
3. CAMOUFLAGE
4. BASIC INDIVIDUAL TECHNIQUES
5. LAND NAVIGATION
6. M16A1 RIFLE
7. WHEELED VEHICLE OPERATIONS
8. INSPECT
9. SURVEY
10. TEST
11. COLLECT
12. PERFORM ANALYSIS
13. FORMS
14. MEASURE
15. EVALUATE
16. CALCULATE
17. CONDUCT
18. PROCESS
19. INTERVIEW
20. INVESTIGATE
21. MAINTAIN
22. DISINFECT
23. IDENTIFY

SECTION IV

JOB LANGUAGE PERFORMANCE REQUIREMENTS

INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK:
CONDITION:
STANDARD:

A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING

Produces oral utterances to report/inform/explain/elicite response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.

C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 20% |
| Speaking | 11% |
| Reading | 13% |
| Writing | 14% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|--------------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Listen to respond |
| CONDITIONS: | Given a medical scenario involving simple questions about an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral utterances |
| TASK: | Produce oral utterances to explain |
| CONDITIONS: | Given a simple medical scenario requiring an oral interpretation in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral communication |
| TASK: | Produce appropriate oral responses spontaneously or upon request |
| CONDITIONS: | Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral responses |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of captioned illustrations, procedures, tables and explanations |
| STANDARDS: | 100% understanding of printed content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-1001 | Apply the four emergency medical care life-saving measures |
| 081-91S-1002 | Administer emergency medical care for burns |
| 081-91S-1006 | Immobilize a fracture |

V-2-91S

081-918-1010 Apply a first aid dressing to a wound
081-918-1015 Perform one man carries
081-918-1068 Administer emergency medical care to a patient with a
cold injury (frostbite)
081-918-1072 Administer emergency medical care to a heat casualty

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 32% |
| Speaking | 19% |
| Reading | 21% |
| Writing | 23% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|--------------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Listen to perform |
| CONDITIONS: | Given oral warnings or verbal commands regarding simulated NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral utterances |
| TASK: | Produce appropriate oral responses spontaneously or upon request |
| CONDITIONS: | Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral responses |
| TASK: | Produce oral utterances to inform and respond |
| CONDITIONS: | Given NBC situations requiring oral alarms |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of procedures, captioned illustrations and notations defined as explanations |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of procedures, captioned illustrations and notations defined as explanations |
| STANDARDS: | 100% understanding of printed material |
| TASK: | Write to record and report |
| CONDITIONS: | Given a requirement to produce a written report |
| STANDARDS: | 100% understandable and legible written content |

BASIC INDIVIDUAL TECHNIQUES

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|----|
| Listening | 0% |
| Speaking | 0% |
| Reading | 0% |
| Writing | 0% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce appropriate oral responses spontaneously or upon request |
| CONDITIONS: | Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral responses |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of procedures, descriptions, tables and SOPs |
| STANDARDS: | 100% understanding of printed content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-9003 | Construct individual/patient defensive positions |
| 081-91S-9302 | Enforce noise and light discipline |

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|----|
| Listening | 0% |
| Speaking | 0% |
| Reading | 0% |
| Writing | 0% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral utterances

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, charts, captioned illustrations, explanations and procedures
STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-9001 | Camouflage/conceal equipment |
| 081-91S-9002 | Camouflage yourself, your load-bearing equipment, and your individual weapon |

BASIC INDIVIDUAL TECHNIQUES

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|----|
| Listening | 0% |
| Speaking | 0% |
| Reading | 0% |
| Writing | 0% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce appropriate oral responses spontaneously or upon request |
| CONDITIONS: | Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral responses |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of procedures, descriptions, tables and SOPs |
| STANDARDS: | 100% understanding of printed content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-9003 | Construct individual/patient defensive positions |
| 081-91S-9302 | Enforce noise and light discipline |

LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 43% |
| Speaking | 23% |
| Reading | 29% |
| Writing | 31% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond
CONDITIONS: Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral utterances

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of marked maps, definitions, captioned illustrations, instructions and procedures
STANDARDS: 100% understanding of printed content

TASK: Write to record
CONDITIONS: Given a requirement to record the grid reference
STANDARDS: 100% legible written content

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-918-9101 | Navigate from one position on the ground to another point |
| 081-918-9102 | Determine the grid coordinates of a point on a military map using the military grid reference system |
| 081-918-9103 | Orient a map to the ground by map-terrain association |
| 081-918-9104 | Locate own position on the ground by map-terrain association |
| 081-918-9105 | Identify the five terrain features shown on a military map |

081-91S-9106 Measure a ground distance on a military map
081-91S-9107 Determine a magnetic azimuth between two known points
on the ground
081-91S-9108 Determine a grid azimuth between two given points on
a map

M16A1 RIFLE

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 38% |
| Speaking | 5% |
| Reading | 3% |
| Writing | 3% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn and perform |
| CONDITIONS: | Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce appropriate oral responses spontaneously or upon request |
| CONDITIONS: | Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral responses |
| TASK: | Produce oral utterances to inform and respond |
| CONDITIONS: | Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of a range card |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record |
| CONDITIONS: | Given a requirement to complete a range card |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|---|
| 081-91S-9004 | Engage targets with an M16A1 rifle |
| 081-91S-9005 | Load, reduce a stoppage, unload, and clear an M16A1 rifle |
| 081-91S-9006 | Load and unload an M16A1 rifle magazine |
| 081-91S-9007 | Zero an M16A1 rifle |
| 081-91S-9008 | Maintain an M16A1 rifle, magazine, and ammunition |

WHEELED VEHICLE OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 30% |
| Speaking | 13% |
| Reading | 17% |
| Writing | 16% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|--------------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce appropriate oral responses spontaneously or upon request |
| CONDITIONS: | Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral responses |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, explanations and procedures |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record |
| CONDITIONS: | Given the requirement to complete forms |
| STANDARDS: | 100% legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-9202 | Perform operator maintenance on a wheeled vehicle (2 1/2 ton or less) |
| 081-91S-9203 | Maintain required TAMMS records on a wheeled vehicle (2 1/2 ton or less) |
| 081-91S-9204 | Perform an ESC (equipment serviceability criteria) inspection on a wheeled vehicle (2 1/2 ton or less) |
| 081-91S-9205 | Operate wheeled vehicle with trailer |

INSPECT

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 50% |
| Speaking | 39% |
| Reading | 59% |
| Writing | 62% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce oral utterances to inform |
| CONDITIONS: | Given a requirement to make a verbal report in a training situation (Appendix 4), using standard structural and lexical items (Appendix 4) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of illustrations, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record and report |
| CONDITIONS: | Given the requirement to complete forms and prepare written reports |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|---|
| 081-91S-5101 | Perform an inspection of a food service facility |
| 081-91S-5102 | Perform inspection of a NAF mobile food service |
| 081-91S-5103 | Perform an inspection of a NAF vending operation |
| 081-91S-5104 | Perform inspection of a Field Food Service Facility |
| 081-91S-5105 | Perform inspection of a mobile food unit service building or commissary |
| 081-91S-5109 | Inspect field human waste disposal facilities |
| 081-91S-5110 | Inspect field kitchen waste disposal facilities |
| 081-91S-5111 | Perform inspection of hygienic devices in the field |
| 081-91S-5112 | Inspect a sanitary landfill |
| 081-91S-5128 | Inspect for cross connections |

| | |
|--------------|---|
| 081-91S-5131 | Inspect swimming facility bathhouse |
| 081-91S-5132 | Inspect a swimming pool |
| 081-91S-5133 | Perform inspection of a natural bathing area |
| 081-91S-5134 | Inspect a field unit's water supply |
| 081-91S-5136 | Inspect a septic tank |
| 081-91S-5138 | Inspect for adequacy of the sanitary facilities in a mobile home park |
| 081-91S-5139 | Inspect on-post child care facilities |
| 081-91S-5140 | Inspect barber/beauty shop for compliance with sanitary standards |
| 081-91S-5141 | Inspect troop housing for compliance with sanitary standards |
| 081-91S-5143 | Inspect chlorination facility |
| 081-91S-5151 | Perform inspection of retrograde cargo |
| 081-91S-5161 | Inspect a post insect and rodent control shop |
| 081-91S-5186 | Inspect a medical treatment facility's infectious waste disposal procedures |
| 081-91S-5201 | Perform visual inspections of ionizing radiation sources |
| 081-91S-5209 | Perform inspection of ice manufacturing, storage, and distribution facilities |
| 081-91S-5220 | Inspect field water supply points |
| 081-91S-5224 | Inspect customer operated dry cleaning machine |

SURVEY

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 59% |
| Speaking | 44% |
| Reading | 54% |
| Writing | 59% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce spontaneous oral utterances to interact |
| CONDITIONS: | Given the requirement to orally respond in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of captioned illustrations, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record and report |
| CONDITIONS: | Given the requirement to complete forms and produce written reports |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|---|
| 081-91S-5106 | Survey garbage disposal operations on a military installation (excluding family housing) |
| 081-91S-5107 | Survey garbage and trash disposal operations in family housing areas |
| 081-91S-5108 | Survey trash and rubbish disposal operations on a military installation, (excluding family housing) |
| 081-91S-5196 | Conduct limited ventilation surveys |
| 081-91S-5197 | Conduct illumination surveys |
| 081-91S-5199 | Conduct surveys for selected airborne toxic substances |
| 081-91S-5200 | Perform microwave oven surveys |
| 081-91S-5203 | Perform an arthropod survey |
| 081-91S-5221 | Perform a pollution survey of a fresh water source |

TEST

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 45% |
| Speaking | 25% |
| Reading | 37% |
| Writing | 42% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Produce spontaneous oral utterances to interact
CONDITIONS: Given the requirement to orally respond in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral utterances

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of ID cards, test forms and procedures
STANDARDS: 100% understanding of printed content

TASK: Write to record and report
CONDITIONS: Given the requirement to complete forms and produce written reports
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-5113 | Perform the pH test on water |
| 081-91S-5137 | Perform soil percolation test |
| 081-91S-5194 | Perform tuberculin skin test on contacts to an active case of tuberculosis |
| 081-91S-5208 | Perform pesticide test on selected pest |

COLLECT

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 51% |
| Speaking | 28% |
| Reading | 51% |
| Writing | 57% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Listen for information
CONDITIONS: Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral information

TASK: Produce spontaneous oral utterances to interact
CONDITIONS: Given the requirement to orally respond in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral utterances

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions and procedures
STANDARDS: 100% understanding of printed content

TASK: Write to inform
CONDITIONS: Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable and legible written content

TASK: Write to record and report
CONDITIONS: Given the requirement to complete forms and produce written reports
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

| | |
|--------------|---|
| 081-91S-5116 | Collect water samples for the US Army drinking water surveillance program |
| 081-91S-5117 | Collect treated water samples for bacteriological analysis |

V-16-91S

| | |
|--------------|---|
| 081-91S-5118 | Collect bacteriological samples from natural bathing areas |
| 081-91S-5119 | Collect ice samples for bacteriological analysis |
| 081-91S-5120 | Collect bacteriological samples from a natural waterway |
| 081-91S-5121 | Collect bacteriological samples from wastewater |
| 081-91S-5127 | Collect rodents |
| 081-91S-5130 | Collect bacteriological samples from swimming pools |
| 081-91S-5144 | Collect data on occupational illness/injuries |
| 081-91S-5145 | Collect bulk liquid samples, during an industrial hygiene survey, for USAEHA analysis |
| 081-91S-5146 | Collect grab samples |
| 081-91S-5152 | Collect arthropods |
| 081-91S-5156 | Collect sediment samples for monitoring pesticides in the environment |
| 081-91S-5157 | Collect soil samples for monitoring pesticides in the environment |
| 081-91S-5158 | Collect fish specimens for monitoring pesticides in the environment |
| 081-91S-5159 | Collect bird specimens for monitoring pesticides in the environment |
| 081-91S-5202 | Compile an inventory of ionizing and non-ionizing radiation sources |

PERFORM ANALYSIS

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 79% |
| Speaking | 30% |
| Reading | 46% |
| Writing | 54% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce oral utterances to inform |
| CONDITIONS: | Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record and report |
| CONDITIONS: | Given the requirement to complete forms and produce written reports |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|---|
| 081-91S-5123 | Perform bacteriological analysis on water samples |
| 081-91S-5124 | Perform chemical analysis on water samples utilizing spectrophotometric apparatus |
| 081-91S-5125 | Perform chemical analysis on water samples using titrametric apparatus |
| 081-91S-5126 | Perform a chemical analysis on water samples using direct reading apparatus (i.e., pH probe, color comparator, an M2 kit, etc.) |

FORMS

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 77% |
| Speaking | 32% |
| Reading | 50% |
| Writing | 57% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce appropriate oral responses spontaneously or upon request |
| CONDITIONS: | Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral responses |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, DA forms and procedures |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record |
| CONDITIONS: | Given the requirement to complete forms |
| STANDARDS: | 100% legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-5122 | Prepare DD Form 686 when collecting a water sample |
| 081-91S-5129 | Complete DD Form 710 |

MEASURE

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 71% |
| Speaking | 36% |
| Reading | 53% |
| Writing | 59% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, procedures and references
STANDARDS: 100% understanding of printed content

TASK: Read to learn
CONDITIONS: Given printed MOS training materials in the form of instructions, procedures and references
STANDARDS: 100% understanding of printed content

TASK: Write to record and report
CONDITIONS: Given the requirement to complete forms and produce written reports
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

| | |
|--------------|---|
| 081-91S-5114 | Determine free available chlorine residual in a water source |
| 081-91S-5115 | Determine the total available chlorine in a residual treated water source |
| 081-91S-5135 | Measure the flow rate of a potential water source |
| 081-91S-5147 | Measure sound levels |
| 081-91S-5223 | Determine the adequacy of a septic tank/percolation field waste disposal system |

EVALUATE

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 58% |
| Speaking | 52% |
| Reading | 59% |
| Writing | 64% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|--|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4); using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Listen for information |
| CONDITIONS: | Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral information |
| TASK: | Produce spontaneous oral utterances to interact |
| CONDITIONS: | Given the requirement to orally respond in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record and report |
| CONDITIONS: | Given the requirement to complete forms and produce written reports |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|---|
| 081-91S-5142 | Evaluate field sanitation team activities |
| 081-91S-5148 | Evaluate environmental sanitation in a military industrial work place |
| 081-91S-5198 | Evaluate noise hazards |

DISINFECT

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 83% |
| Speaking | 50% |
| Reading | 40% |
| Writing | 45% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce appropriate oral responses spontaneously or upon request |
| CONDITIONS: | Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions and procedures |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to inform |
| CONDITIONS: | Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-5009 | Disinfect a thirty-six (36) gallon water purification bag (Lyster) |
| 081-91S-5014 | Disinfect a canteen of water with iodine tablets |

IDENTIFY

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 60% |
| Speaking | 45% |
| Reading | 52% |
| Writing | 58% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce oral utterances to inform |
| CONDITIONS: | Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record and report |
| CONDITIONS: | Given the requirement to complete forms and produce written reports |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--------------------------------------|
| 081-91S-5204 | Identify arthropods |
| 081-91S-5205 | Identify rodents |
| 081-91S-5206 | Identify non-rodent vertebrate pests |
| 081-91S-5207 | Identify poisonous plants |

INVESTIGATE

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 42% |
| Speaking | 45% |
| Reading | 60% |
| Writing | 64% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Produce spontaneous oral utterances to interact
CONDITIONS: Given the requirement to orally respond in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral utterances

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, procedures and references
STANDARDS: 100% understanding of printed content

TASK: Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, instructions and references
STANDARDS: 100% understanding of printed content

TASK: Write to record and report
CONDITIONS: Given the requirement to complete forms and produce written reports
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-5187 | Conduct limited zoonotic disease investigations |
| 081-91S-5188 | Conduct food/water borne disease illness investigation |
| 081-91S-5190 | Conduct malaria investigation |
| 081-91S-5192 | Conduct hepatitis case investigations |

MAINTAIN

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 40% |
| Speaking | 25% |
| Reading | 44% |
| Writing | 53% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce oral utterances to inform |
| CONDITIONS: | Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions and procedures |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record and report |
| CONDITIONS: | Given the requirement to complete forms and produce written reports |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-5010 | Set-up and maintain garbage and litter disposal facilities |
| 081-91S-5011 | Set-up and maintain human wastes disposal facilities |
| 081-91S-5195 | Maintain tuberculosis case registry |

CALCULATE

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 67% |
| Speaking | 43% |
| Reading | 67% |
| Writing | 71% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions and procedures
STANDARDS: 100% understanding of printed content

TASK: Read to learn
CONDITIONS: Given printed MOS training materials in the form of instructions and procedures
STANDARDS: 100% understanding of printed content

TASK: Write to record and report
CONDITIONS: Given the requirement to complete forms and produce written reports
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

| | |
|--------------|------------------------------------|
| 081-91S-5149 | Determine the wind chill factor |
| 081-91S-5150 | Compute and interrupt a WBGT index |

CONDUCT

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 70% |
| Speaking | 25% |
| Reading | 67% |
| Writing | 71% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce spontaneous oral utterances to interact |
| CONDITIONS: | Given the requirement to orally respond in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, DD forms and procedures |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of procedures and instructions |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record and report |
| CONDITIONS: | Given the requirement to complete forms and produce written reports |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

081-91S-5160 Conduct pest control operations with pesticides

PROCESS

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 70% |
| Speaking | 36% |
| Reading | 62% |
| Writing | 67% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

| | |
|-------------|---|
| TASK: | Listen to learn |
| CONDITIONS: | Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understanding of oral communication |
| TASK: | Produce oral utterances to inform |
| CONDITIONS: | Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7) |
| STANDARDS: | 100% understandable oral utterances |
| TASK: | Read for information |
| CONDITIONS: | Given printed MOS training materials in the form of instructions, procedures and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Read to learn |
| CONDITIONS: | Given printed MOS training materials in the form of procedures, instructions and references |
| STANDARDS: | 100% understanding of printed content |
| TASK: | Write to record and report |
| CONDITIONS: | Given the requirement to complete forms and produce written reports |
| STANDARDS: | 100% understandable and legible written content |

III. TASK NUMBERS AND TITLES

| | |
|--------------|--|
| 081-91S-5153 | Process entomological specimens for storage |
| 081-91S-5154 | Process entomological specimens for shipment |
| 081-91S-5155 | Process entomological specimens for rearing |

INTERVIEW

I. PERCENTAGE LANGUAGE SKILLS

| | |
|-----------|-----|
| Listening | 44% |
| Speaking | 43% |
| Reading | 57% |
| Writing | 63% |

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Listen for information
CONDITIONS: Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral information

TASK: Produce spontaneous oral utterances to interact
CONDITIONS: Given the requirement to orally respond in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral utterances

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, DD forms, procedures and case histories
STANDARDS: 100% understanding of printed content

TASK: Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures and instructions
STANDARDS: 100% understanding of printed content

TASK: Write to record and report
CONDITIONS: Given the requirement to complete forms and produce written reports
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

| | |
|--------------|---|
| 081-91S-5189 | Interview malaria patients |
| 081-91S-5193 | Conduct a venereal disease case interview |

SECTION VI

JOB LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

LISTENING

- TASK:** Understand oral language intended to inform or instruct.
- CONDITIONS:** Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5 & 6)
- STANDARDS:** 100% understanding and assimilation of presented oral language task.

The following are specific conditions found in this language task:

Warnings
Described situations
Directions
Lectures
Commands, Orders
Sound tracks (films, tapes)
Standard/Non-standard English
Instructions
SQT questions

- TASK:** Understand spontaneous oral language or language via a technical medium - such as a radio telephone - intended to inform and elicit responses.
- CONDITIONS:** Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)
- STANDARDS:** 100% understanding and assimilation of oral language in order to apply and respond.

The following are specific conditions found in this language task:

Shouting
Radio communications
Coded messages
Spellings
Conversation
Requests

SPEAKING

- TASK:** Formulate and produce appropriate oral responses spontaneously.
- CONDITIONS:** Given any verbal stimulus in the form of questions, scenarios, instructions, or cues in any training situation.
(Appendices 5 & 6)
- STANDARDS:** 100% understandable oral response using correct lexicon and syntax for the training situation.

The following are specific conditions found in the language task:

Explanations
Statements
Repetitions
Counting
Corrections
Assignments
Notifications
Oral reports
Answers
Clarifications
Information

- TASK:** Produce oral utterances to interact and communicate spontaneously or via a technical medium such as radio telephone.
- CONDITIONS:** Given a communicative situation (Appendices 4, 5, & 6 Soldier's Manual) in any training situation.
- STANDARDS:** 100% understandable communication using correct lexicon and syntax for the communication act.

The following are specific conditions found in this language task:

Requesting information
Requesting permission
Transmitting messages
Call signs
Vocal signals
Shout warnings
Radio communications
Target locations
Directions (N,S,E,W)
Directions, general
Requests for fire
Report on the results of fire
Challenges/Passwords
Training sessions
Interaction

READING

TASK: Read MOS training in the form of printed prose or graphic representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features in simple to complex printed form in any training situation. (Appendices 4, 5 & 6)

STANDARDS: 100% understanding of printed content.

The following are specific conditions found in this language task:
Captions with illustrations.

| | |
|--------------------|-------------------------------|
| Lists | Extracts |
| Procedures | Columns |
| Information | Indices |
| Definitions | Charts |
| Outlines | Methods |
| Signs | Technical Vocabulary |
| Markers | Standard Operating Procedures |
| References | Cartoons |
| Rules | Problems |
| Maps | Manuals |
| Flags | Graphic Training Aids |
| Military Documents | |
| I.D. Papers | |
| Regulations | |

TASK: Identify, understand, and interpret written utterances pertinent to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features in simple to complex written form in any training situation. (Appendices 4, 5 & 6)

STANDARDS: 100% understanding of written content.

The following are specific conditions found in this language task:

Lists
Information
Descriptions
Radiation readings off dosimeter
Coordinate scales
Callsigns-suffices
Three-letter codes
Examples
Calculations
Markings
Radio communications
Range cards
Notes
Messages

WRITING

- TASK:** Upon instruction, write in conventional orthography, letter, numbers, words or sentences appropriate to the training situation.
- CONDITIONS:** Given standardized forms, paper or answer sheets and the instructions to list, answer, describe or recall.
- STANDARDS:** 100% syntactical and lexical correctness and legibility of writing which is also appropriate in style and usage to training situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings
Signatures
Range cards
Data symbols
Answers
Descriptions
Notes
Reports

- TASK:** Write, in conventional orthography, letters, or specialized code, numbers, words or sentences in order to transmit or record information.
- CONDITIONS:** Given standardized forms or paper and oral communication.
- STANDARDS:** 100% syntactical and lexical correctness of writing which can be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms
Codes
Grid coordinates
Decoded messages
Encoded messages
Logbooks
Plottings
Figures
Reports
Tags
Range cards
Applicable DA forms

APPENDICES

1. Task Prioritization Checklist
2. Task Inventory Compiled Data Forms
3. Percentage Language Skills
4. Observation Form
5. Structural/Lexical list
6. Vocabulary (DLIELC in-house)
7. Vocabulary (machine-generated)
8. English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the
Department of the Army in 1980.

1. NAME: _____

2 = med
3 = hlt

2. HOW LONG HAVE YOU BEEN TRAINED: _____
POSITION: _____
UNIT: _____

| YES | NO | Is TASK TAUGHT? |
|-----|----|-----------------|
| | | LISTENING* |
| | | SPEAKING* |
| | | READING* |
| | | WRITING* |
| | | LECTURE |
| | | SELF-PACED |
| | | DEMONSTRATION |
| | | HANDS-ON |
| YES | NO | IS TASK TESTED? |
| | | WRITTEN |
| | | ORAL |
| | | PERFORMANCE |
| | | PERSON |
| | | EQUIP |

55

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from
the Task Prioritization Checklist.

DATA OBTAINED FROM _____ **TRAINING SPECIALIST**

5.17

TRAINING SPECIALIST

[illegible]

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

| UNIT | CRITICALITY | METHODS OF TEACHING | | | | METHODS OF TESTING | | | | RATING OF ELS | | | |
|---------------------|-------------|---------------------|---------------|----------|------------|--------------------|------|---------|-----------|---------------|---------|---------|--|
| | | lecture | demonstration | hands-on | self-paced | performance | oral | written | listening | speaking | reading | writing | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| danger to person or | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| equipment | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| importance | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| difficult? | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| tested? | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |

MOS

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

| RATING OF ELS | | METHODS OF TESTING | | METHODS OF TEACHING | | CRITICALITY | | AIT | |
|---------------|--|--------------------|--|---------------------|--|---------------------|--|-------------|--|
| writing | | written | | self-paced | | danger to person or | | difficulty? | |
| reading | | oral | | hands-on | | equipment | | tested? | |
| speaking | | performance | | demonstration | | importance | | taught? | |
| listening | | | | lecture | | | | | |

| TASK | NUMBER |
|----------------------------------|--------|
| 1. Read the passage. | 1 |
| 2. Answer questions 1-6. | 2 |
| 3. Write your answers. | 3 |
| 4. Check your answers. | 4 |
| 5. Discuss your answers. | 5 |
| 6. Review the passage. | 6 |
| 7. Complete the tasks. | 7 |
| 8. Evaluate your work. | 8 |
| 9. Reflect on your learning. | 9 |
| 10. Prepare for the next lesson. | 10 |

5015-516-1X

6015-SIL-13

0115-516-130

115-516-150

7115-516-12

21-MS-5725

15,505-5131

1.915-5152

2015-2016

286-912

422/5N1

MOS

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

| TASK NUMBER | AIT | CRITICALITY | METHODS OF TEACHING | METHODS OF TESTING | RATING OF ELS | UNIT | IMPORTANCE | EQUIPMENT | DANGER TO PERSON OR | LECTURE | DEMONSTRATION | HANDS-ON | SELF-PACED | LISTENING | SPEAKING | READING | WRITING | | | | | | |
|--------------|-----|-------------|---------------------|--------------------|---------------|------|------------|-----------|---------------------|---------|---------------|----------|------------|-----------|----------|----------|-------------|---------------------|---------------------|-------------|---------------------|------------|------------|
| | | | | | | | | | | | | | | | | | | | | | | | |
| 081-915-5126 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | |
| | | | | | | | | | | | | | | | | | | hands-on | oral | performance | | | |
| | | | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance |
| | | | | | | | | | | | | | | | | | | | | | | | |
| 081-915-5138 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | | |
| | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | | |
| | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | | |
| | | | | | | | | | | | | | | | | | | | | | difficult? | tested? | |
| 081-915-5139 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | |
| | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | |
| | | | | | | | | | | | | | | | | | | | | | | difficult? | tested? |
| 081-915-5140 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | |
| | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | |
| | | | | | | | | | | | | | | | | | | | | | | difficult? | tested? |
| 081-915-5141 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | |
| | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | |
| | | | | | | | | | | | | | | | | | | | | | | difficult? | tested? |
| 081-915-5142 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | |
| | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | |
| | | | | | | | | | | | | | | | | | | | | | | difficult? | tested? |
| 081-915-5143 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | |
| | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | |
| | | | | | | | | | | | | | | | | | | | | | | difficult? | tested? |
| 081-915-5144 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | |
| | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | |
| | | | | | | | | | | | | | | | | | | | | | | difficult? | tested? |
| 081-915-5145 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | |
| | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | |
| | | | | | | | | | | | | | | | | | | | | | | difficult? | tested? |
| 081-915-5146 | | | self-paced | written | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | |
| | | | | | | | | | | | | | | | | hands-on | oral | performance | | | | | |
| | | | | | | | | | | | | | | | | | | | danger to person or | equipment | importance | | |
| | | | | | | | | | | | | | | | | | | | | | | difficult? | tested? |

125101

MOS

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

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181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 | 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 | 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 | 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 | 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 | 261 | 262 | 263 | 264 | 265 | 266 | 267 | 268 | 269 | 270 | 271 | 272 | 273 | 274 | 275 | 276 | 277 | 278 | 279 | 280 | 281 | 282 | 283 | 284 | 285 | 286 | 287 | 288 | 289 | 290 | 291 | 292 | 293 | 294 | 295 | 296 | 297 | 298 | 299 | 300 | 301 | 302 | 303 | 304 | 305 | 306 | 307 | 308 | 309 | 310 | 311 | 312 | 313 | 314 | 315 | 316 | 317 | 318 | 319 | 320 | 321 | 322 | 323 | 324 | 325 | 326 | 327 | 328 | 329 | 330 | 331 | 332 | 333 | 334 | 335 | 336 | 337 | 338 | 339 | 340 | 341 | 342 | 343 | 344 | 345 | 346 | 347 | 348 | 349 | 350 | 351 | 352 | 353 | 354 | 355 | 356 | 357 | 358 | 359 | 360 | 361 | 362 | 363 | 364 | 365 | 366 | 367 | 368 | 369 | 370 | 371 | 372 | 373 | 374 | 375 | 376 | 377 | 378 | 379 | 380 | 381 | 382 | 383 | 384 | 385 | 386 | 387 | 388 | 389 | 390 | 391 | 392 | 393 | 394 | 395 | 396 | 397 | 398 | 399 | 400 | 401 | 402 | 403 | 404 | 405 | 406 | 407 | 408 | 409 | 410 | 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 | 420 | 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 | 430 | 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 | 440 | 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 | 450 | 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 | 460 | 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 | 470 | 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 | 480 | 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 | 490 | 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 | 500 | 501 | 502 | 503 | 504 | 505 | 506 | 507 | 508 | 509 | 510 | 511 | 512 | 513 | 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847 | 848 | 849 | 850 | 851 | 852 | 853 | 854 | 855 | 856 | 857 | 858 | 859 | 860 | 861 | 862 | 863 | 864 | 865 | 866 | 867 | 868 | 869 | 870 | 871 | 872 | 873 | 874 | 875 | 876 | 877 | 878 | 879 | 880 | 881 | 882 | 883 | 884 | 885 | 886 | 887 | 888 | 889 | 890 | 891 | 892 | 893 | 894 | 895 | 896 | 897 | 898 | 899 | 900 | 901 | 902 | 903 | 904 | 905 | 906 | 907 | 908 | 909 | 910 | 911 | 912 | 913 | 914 | 915 | 916 | 917 | 918 | 919 | 920 | 921 | 922 | 923 | 924 | 925 | 926 | 927 | 928 | 929 | 930 | 931 | 932 | 933 | 934 | 935 | 936 | 937 | 938 | 939 | 940 | 941 | 942 | 943 | 944 | 945 | 946 | 947 | 948 | 949 | 950 | 951 | 952 | 953 | 954 | 955 | 956 | 957 | 958 | 959 | 960 | 961 | 962 | 963 | 964 | 965 | 966 | 967 | 968 | 969 | 970 | 971 | 972 | 973 | 974 | 975 | 976 | 977 | 978 | 979 | 980 | 981 | 982 | 983 | 984 | 985 | 986 | 987 | 988 | 989 | 990 | 991 | 992 | 993 | 994 | 995 | 996 | 997 | 998 | 999 | 1000 | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 | 1011 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| 1155 | 1156 | 1157 | 1158 | 1159 | 1160 | 1161 | 1162 | 1163 | 1164 | 1165 | 1166 | 1167 | 1168 | 1169 | 1170 | 1171 | 1172 | 1173 | 1174 | 1175 | 1176 | 1177 | 1178 | 1179 | 1180 | 1181 | 1182 | 1183 | 1184 | 1185 | 1186 | 1187 | 1188 | 1189 | 1190 | 1191 | 1192 | 1193 | 1194 | 1195 | 1196 | 1197 | 1198 | 1199 | 1200 | 1201 | 1202 | 1203 | 1204 | 1205 | 1206 | 1207 | 1208 | 1209 | 1210 | 1211 | 1212 | 1213 | 1214 | 1215 | 1216 | 1217 | 1218 | 1219 | 1220 | 1221 | 1222 | 1223 | 1224 | 1225 | 1226 | 1227 | 1228 | 1229 | 1230 | 1231 | 1232 | 1233 | 1234 | 1235 | 1236 | 1237 | 1238 | 1239 | 1240 | 1241 | 1242 | 1243 | 1244 | 1245 | 1246 | 1247 | 1248 | 1249 | 1250 | 1251 | 1252 | 1253 | 1254 | 1255 | 1256 | 1257 | 1258 | 1259 | 1260 | 1261 | 1262 | 1263 | 1264 | 1265 | 1266 | 1267 | 1268 | 1269 | 1270 | 1271 | 1272 | 1273 | 1274 | 1275 | 1276 | 1277 | 1278 | 1279 | 1280 | 1281 | 1282 | 1283 | 1284 | 1285 | 1286 | 1287 | 1288 | 1289 | 1290 | 1291 | 1292 | 1293 | 1294 | 1295 | 1296 | 1297 | 1298 | 1299 | 1300 | 1301 | 1302 | 1303 | 1304 | 1305 | 1306 | 1307 | 1308 | 1309 | 1310 | 1311 | 1312 | 1313 | 1314 | 1315 | 1316 | 1317 | 1318 | 1319 | 1320 | 1321 | 1322 | 1323 | 1324 | 1325 | 1326 | 1327 | 1328 | 1329 | 1330 | 1331 | 1332 | 1333 | 1334 | 1335 | 1336 | 1337 | 1338 | 1339 | 1340 | 1341 | 1342 | 1343 | 1344 | 1345 | 1346 | 1347 | 1348 | 1349 | 1350 | 1351 | 1352 | 1353 | 1354 | 1355 | 1356 | 1357 | 1358 | 1359 | 1360 | 1361 | 1362 | 1363 | 1364 | 1365 | 1366 | 1367 | 1368 | 1369 | 1370 | 1371 | 1372 | 1373 | 1374 | 1375 | 1376 | 1377 | 1378 | 1379 | 1380 | 1381 | 1382 | 1383 | 1384 | 1385 | 1386 | 1387 | 1388 | 1389 | 1390 | 1391 | 1392 | 1393 | 1394 | 1395 | 1396 | 1397 | 1398 | 1399 | 1400 | 1401 | 1402 | 1403 | 1404 | 1405 | 1406 | 1407 | 1408 | 1409 | 1410 | 1411 | 1412 | 1413 | 1414 | 1415 | 1416 | 1417 | 1418 | 1419 | 1420 | 1421 | 1422 | 1423 | 1424 | 1425 | 1426 | 1427 | 1428 | 1429 | 1430 | 1431 | 1432 | 1433 | 1434 | 1435 | 1436 | 1437 | 1438 | 1439 | 1440 | 1441 | 1442 | 1443 | 1444 | 1445 | 1446 | 1447 | 1448 | 1449 | 1450 | 1451 | 1452 | 1453 | 1454 | 1455 | 1456 | 1457 | 1458 | 1459 | 1460 | 1461 | 1462 | 1463 | 1464 | 1465 | 1466 | 1467 | 1468 | 1469 | 1470 |
|---------------|---------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----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TRAINING SPECIALIST

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COLLECT

| CD L1 ECT | | | | | | | | | | | | | | | | | | | | |
|----------------|-----|-------------|---------------------------|-----------|------------------------|---------|--------------------------|----------|------------|-------------|---------------------|---------|-----------|----------|---------|---------|---|---|---|---|
| TASK NUMBER | AIT | CRITICALITY | METHODS OF TEACHING | | | | METHODS OF TESTING | | | | RATING OF ELS | | | | | | | | | |
| | | | importance | equipment | danger to person or | lecture | demonstration | hands-on | self-paced | performance | oral | written | listening | speaking | reading | writing | | | | |
| 001-915-5120 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5121 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5122 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5130 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5140 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5141 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5142 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5143 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5144 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5145 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5146 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5147 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5148 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5149 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5151 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

DATA OBTAINED FROM _____
 TRAINING SPECIALIST _____
 MOS _____
 NUMBER OF RESPONDENTS _____

| UNIT | CRITICALITY | | | METHODS OF TEACHING | | | | METHODS OF TESTING | | | | RATING OF ELS | | | |
|--------------|-------------|-------------|------------|---------------------|---------------------|---------|---------------|--------------------|------------|-------------|------|---------------|-----------|---------|---------|
| | tested? | difficulty? | importance | equipment | danger to person or | lecture | demonstration | hands-on | self-paced | performance | oral | written | listening | reading | writing |
| 001-915-5120 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5121 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5122 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5130 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5140 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5141 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5142 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5143 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5144 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5145 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5146 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5147 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5148 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5149 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 001-915-5150 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

DATA OBTAINED FROM _____
 TRAINING SPECIALIST _____
 MOS _____
 NUMBER OF RESPONDENTS _____

MOS

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

| TASK NUMBER | AIT | CRITICALITY | METHODS OF TEACHING | METHODS OF TESTING | RATING OF ELS | UNIT | | IMPORTANCE | EQUIPMENT | DANGER TO PERSON OR | LECTURE | DEMONSTRATION | HANDS-ON | SELF-PACED | LISTENING | SPEAKING | READING | WRITING |
|--------------|-----|-------------|---------------------|--------------------|---------------|---------|------------|------------|-----------|---------------------|---------|---------------|----------|------------|-----------|----------|---------|---------|
| | | | | | | tested? | difficult? | | | | | | | | | | | |
| 081-915-5159 | | | | | | | | | | | | | | | | | | |
| 081-915-5157 | | | | | | | | | | | | | | | | | | |
| 081-915-5156 | | | | | | | | | | | | | | | | | | |
| 081-915-5123 | | | | | | | | | | | | | | | | | | |
| 081-915-5122 | | | | | | | | | | | | | | | | | | |
| 081-915-5121 | | | | | | | | | | | | | | | | | | |
| 081-915-5120 | | | | | | | | | | | | | | | | | | |
| 081-915-5119 | | | | | | | | | | | | | | | | | | |
| 081-915-5118 | | | | | | | | | | | | | | | | | | |
| 081-915-5117 | | | | | | | | | | | | | | | | | | |
| 081-915-5116 | | | | | | | | | | | | | | | | | | |

Collect

Person Analysis

Form 1

NUMBER OF RESPONDENTS

TRAINING SPECIALIST

NUMBER OF RESPONDENTS

TRAINING SPECIALIST

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| | | MOS | NUMBER OF RESPONDENTS | | | | | | | |
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| | | DATA OBTAINED FROM | TRAINING SPECIALIST | | | | | | | |
| RATING OF ELS | writing | | | | | | | | | |
| | reading | | | | | | | | | |
| | speaking | | | | | | | | | |
| | listening | | | | | | | | | |
| METHODS OF TESTING | written | | | | | | | | | |
| | oral | | | | | | | | | |
| | performance | | | | | | | | | |
| METHODS OF TEACHING | self-paced | | | | | | | | | |
| | hands-on | | | | | | | | | |
| | demonstration | | | | | | | | | |
| | lecture | | | | | | | | | |
| CRITICALITY | danger to person | | | | | | | | | |
| | equipment | | | | | | | | | |
| | importance | | | | | | | | | |
| AIT | difficulty? | | | | | | | | | |
| | tested? | | | | | | | | | |
| | taught? | | | | | | | | | |
| TASK NUMBER | | 081-915-5152 | 081-915-5154 | 081-915-5155 | 081-915-5157 | 081-915-5193 | 081-915-5194 | 081-915-5195 | 081-915-5196 | 081-915-5197 |

| RATING OF ELs | writing | 11 | 11 | 21 | 21 | 22 | 22 | 11 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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TRAINING SPECIALIST

[illegible]

4/2/62

PERCENTAGE LANGUAGE SKILLS
NOS 915

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variable
R = number of respondents in any task in that cluster

| FORMULA | LISTENING | SPEAKING | READING | WRITING |
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| $\frac{TR + (T)(V)(R)}{TR} = \%$ | -demonstration -lecture -hands-on -performance (test) -rating (scale) | -oral (test) -rating (scale) | -self-paced -written (test) -rating (scale) | -lecture -self-paced -written (test) -rating (scale) |
| Cluster | 5 = 100% | 2 = 100% | 3 = 100% | 4 = 100% |
| FIRST AID | $7 \times 5 \times 4 = 140$ $\begin{array}{r} 5 \\ 7 \\ 3 \\ 3 \\ 10 \\ \hline 28 \end{array}$ $140 \overline{) 28.000} \begin{array}{l} .200 \\ 28.000 \end{array}$ | $7 \times 2 \times 4 = 56$ $\begin{array}{r} 0 \\ 6 \\ \hline 6 \end{array}$ $56 \overline{) 6.000} \begin{array}{l} .107 \\ 56.000 \end{array}$ | $7 \times 3 \times 4 = 84$ $\begin{array}{r} 0 \\ 4 \\ 7 \\ \hline 11 \end{array}$ $84 \overline{) 11.000} \begin{array}{l} .130 \\ 84.000 \end{array}$ | $7 \times 4 \times 4 = 112$ $\begin{array}{r} 7 \\ 0 \\ 4 \\ 5 \\ \hline 16 \end{array}$ $112 \overline{) 16.000} \begin{array}{l} .142 \\ 112.000 \end{array}$ |
| | 20% | 11% | 13% | 14% |
| NBC | $8 \times 5 \times 4 = 160$ $\begin{array}{r} 9 \\ 13 \\ 6 \\ 7 \\ 16 \\ \hline 51 \end{array}$ $160 \overline{) 51.000} \begin{array}{l} .318 \\ 160.000 \end{array}$ | $8 \times 2 \times 4 = 64$ $\begin{array}{r} 0 \\ 12 \\ \hline 12 \end{array}$ $64 \overline{) 12.000} \begin{array}{l} .187 \\ 64.000 \end{array}$ | $8 \times 3 \times 4 = 96$ $\begin{array}{r} 0 \\ 6 \\ 14 \\ \hline 20 \end{array}$ $96 \overline{) 20.000} \begin{array}{l} .208 \\ 96.000 \end{array}$ | $8 \times 4 \times 4 = 128$ $\begin{array}{r} 13 \\ 0 \\ 6 \\ 11 \\ \hline 30 \end{array}$ $128 \overline{) 30.000} \begin{array}{l} .234 \\ 128.000 \end{array}$ |
| | 32% | 19% | 21% | 23% |
| CAMOUFLAGE | $2 \times 5 \times 0 = 0$ | $2 \times 2 \times 0 = 0$ | $2 \times 3 \times 0 = 0$ | $2 \times 4 \times 0 = 0$ |
| 081-915-9001 081-915-9002 | | | | |
| | 0% | 0% | 0% | 0% |
| | | 1 | 71 | |

**PERCENTAGE LANGUAGE SKILLS
MOS 915**

TR = total number of responses to variables in the cluster

T = number of tasks in the cluster

V = variables

R = maximum number of respondents in any task in that cluster

| FORMULA | LISTENING | SPEAKING | READING | WRITING |
|--|---|--|---|---|
| $\frac{TR + (T)(V)(R)}{R} = \%$ | -demonstration -lecture -hands-on -performance (test) -rating (scale) | -oral (test) -rating (scale) | -self-paced -written (test) -rating (scale) | -lecture -self-paced -written (test) -rating (scale) |
| Cluster | 5 = 100% | 2 = 100% | 3 = 100% | 4 = 100% |
| 001-915-9003 001-915-9302 | $2 \times 5 \times 0 = 0$ | $2 \times 2 \times 0 = 0$ | $2 \times 3 \times 0 = 0$ | $2 \times 4 \times 0 = 0$ |
| | 0% | 0% | 0% | 0% |
| 001-915-9101 THRU 001-915-9108 | $8 \times 5 \times 4 = 160$ $\begin{array}{r} 17 \\ 20 \\ 9 \\ 0 \\ \hline 22 \\ 68 \end{array}$ $160 \overline{) 68.000} \quad .425$ | $8 \times 2 \times 4 = 64$ $\begin{array}{r} 0 \\ 15 \\ \hline 15 \end{array}$ $64 \overline{) 15.000} \quad .234$ | $8 \times 3 \times 4 = 96$ $\begin{array}{r} 0 \\ 0 \\ 28 \\ \hline 28 \end{array}$ $96 \overline{) 28.000} \quad .291$ | $8 \times 4 \times 4 = 128$ $\begin{array}{r} 20 \\ 0 \\ 0 \\ 56 \\ \hline 56 \\ 40 \end{array}$ $128 \overline{) 40.000} \quad .312$ |
| | 43% | 23% | 29% | 31% |
| M16A1 RIFLE 001-915-9004 THRU 001-915-9008 | $5 \times 5 \times 2 = 50$ $\begin{array}{r} 6 \\ 0 \\ 6 \\ 1 \\ \hline 6 \\ 19 \end{array}$ $50 \overline{) 19.000} \quad .380$ | $5 \times 2 \times 2 = 20$ $\begin{array}{r} 0 \\ 1 \\ \hline 1 \end{array}$ $20 \overline{) 1.000} \quad .050$ | $5 \times 3 \times 2 = 30$ $\begin{array}{r} 0 \\ 0 \\ 1 \\ \hline 1 \end{array}$ $30 \overline{) 1.000} \quad .033$ | $5 \times 4 \times 2 = 40$ $\begin{array}{r} 0 \\ 0 \\ 0 \\ 1 \\ \hline 1 \end{array}$ $40 \overline{) 1.000} \quad .025$ |
| | 38% | 5% | 3% | 3% |
| | | , | 72 | |

PERCENTAGE LANGUAGE SKILLS
NOS 915

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variables
R = maximum number of respondents in any task in that cluster

| FORMULA | LISTENING | SPEAKING | READING | WRITING |
|---|---|---|--|--|
| TR + (T)(V)(R) = % | -demonstration -lecture -hands-on -performance (test) -rating (scale) | -oral (test) -rating (scale) | -self-paced -written (test) -rating (scale) | -lecture -self-paced -written (test) -rating (scale) |
| Cluster | 5 = 100% | 2 = 100% | 3 = 100% | 4 = 100% |
| UNCLASSIFIED VARIABLE OPT 0710-05 AY1-915-9201- THRU 0Y1-915-9705 | $4 \times 5 \times 2 = 40$ $\begin{array}{r} 4 \\ 2 \\ 4 \\ 0 \\ 2 \\ \hline 12 \end{array}$ $40 \overline{) 12.000} \begin{array}{l} .300 \\ 40 \end{array}$ | $4 \times 2 \times 2 = 16$ $\begin{array}{r} 0 \\ 2 \\ 2 \\ \hline 2 \end{array}$ $16 \overline{) 2.000} \begin{array}{l} .125 \\ 16 \end{array}$ | $4 \times 3 \times 2 = 24$ $\begin{array}{r} 0 \\ 0 \\ 4 \\ 4 \\ \hline 4 \end{array}$ $24 \overline{) 4.000} \begin{array}{l} .166 \\ 24 \end{array}$ | $4 \times 7 \times 2 = 56$ $\begin{array}{r} 2 \\ 0 \\ 0 \\ 3 \\ 5 \\ \hline 5 \end{array}$ $32 \overline{) 5.000} \begin{array}{l} .156 \\ 32 \end{array}$ |
| | 30% | 13% | 17% | 16% |
| INSPECT | $27 \times 5 \times 7 = 945$ $\begin{array}{r} 81 \\ 137 \\ 68 \\ 17 \\ 166 \\ \hline 469 \end{array}$ $945 \overline{) 469.000} \begin{array}{l} .49 \\ 945 \end{array}$ | $27 \times 2 \times 7 = 378$ $\begin{array}{r} 6 \\ 142 \\ 148 \\ \hline \end{array}$ $378 \overline{) 148.000} \begin{array}{l} .391 \\ 378 \end{array}$ | $27 \times 3 \times 7 = 567$ $\begin{array}{r} 5 \\ 160 \\ 167 \\ 332 \\ \hline \end{array}$ $567 \overline{) 332.000} \begin{array}{l} .585 \\ 567 \end{array}$ | $27 \times 4 \times 7 = 756$ $\begin{array}{r} 137 \\ 5 \\ 160 \\ 168 \\ 470 \\ \hline \end{array}$ $756 \overline{) 470.00} \begin{array}{l} .6 \\ 756 \end{array}$ |
| | 50% | 39% | 59% | 62% |
| SURVEY | $9 \times 5 \times 7 = 315$ $\begin{array}{r} 38 \\ 44 \\ 30 \\ 19 \\ 56 \\ \hline 187 \end{array}$ $315 \overline{) 187.000} \begin{array}{l} .593 \\ 315 \end{array}$ | $9 \times 2 \times 7 = 126$ $\begin{array}{r} 0 \\ 55 \\ 55 \\ \hline \end{array}$ $126 \overline{) 55.000} \begin{array}{l} .436 \\ 126 \end{array}$ | $9 \times 3 \times 7 = 189$ $\begin{array}{r} 3 \\ 45 \\ 55 \\ 103 \\ \hline \end{array}$ $189 \overline{) 103.000} \begin{array}{l} .541 \\ 189 \end{array}$ | $9 \times 4 \times 7 = 252$ $\begin{array}{r} 44 \\ 3 \\ 45 \\ 56 \\ 148 \\ \hline \end{array}$ $252 \overline{) 148.000} \begin{array}{l} .58 \\ 252 \end{array}$ |
| | 59% | 44% | 54% | 59% |
| | | 3 | 77 | |

**PERCENTAGE LANGUAGE SKILLS
MOS 9/5**

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variables
R = maximum number of respondents in any task in that cluster

| FORMULA | LISTENING | SPEAKING | READING | WRITING |
|--------------------------|--|---|---|---|
| $TR \div (T)(V)(R) = \%$ | -demonstration -lecture -hands-on -performance (test) -rating (scale) | -oral (test) -rating (scale) | -self-paced -written (test) -rating (scale) | -lecture -self-paced -written (test) -rating (scale) |
| Cluster | 5 = 100% | 2 = 100% | 3 = 100% | 4 = 100% |
| TEST | $4 \times 5 \times 7 = 140$ 12 16 12 6 17 <hr/> 63 $140 \overline{) 63.000}$.45% | $4 \times 2 \times 7 = 56$ 0 14 <hr/> 14 $56 \overline{) 14.000}$.250 | $4 \times 3 \times 7 = 84$ 0 13 18 <hr/> 31 $84 \overline{) 31.000}$.369 | $4 \times 4 \times 7 = 112$ 16 0 13 18 <hr/> 47 $112 \overline{) 47.000}$.42% |
| COLLECT | $17 \times 5 \times 7 = 595$ 53 84 50 31 86 <hr/> 304 $595 \overline{) 304.000}$.510 | $17 \times 2 \times 7 = 238$ 1 65 <hr/> 66 $238 \overline{) 66.000}$.277 | $17 \times 3 \times 7 = 357$ 0 87 95 <hr/> 182 $357 \overline{) 182.000}$.509 | $17 \times 4 \times 7 = 476$ 84 0 87 98 <hr/> 267 $476 \overline{) 267.000}$.561 |
| PERFORM ANALYSIS | $4 \times 5 \times 7 = 140$ 22 22 22 22 22 <hr/> 110 $140 \overline{) 110.000}$.785 | $4 \times 2 \times 7 = 56$ 0 17 <hr/> 17 $56 \overline{) 17.000}$.303 | $4 \times 3 \times 7 = 84$ 0 14 25 <hr/> 39 $84 \overline{) 39.000}$.464 | $4 \times 4 \times 7 = 112$ 22 0 14 24 <hr/> 60 $112 \overline{) 60.000}$.536 |
| | 79% | 30% | 46% | 54% |

**PERCENTAGE LANGUAGE SKILLS
NOS 915**

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = number of variables
R = maximum number of respondents in any task in that cluster

| FORMULA | LISTENING | SPEAKING | READING | WRITING |
|--|--|---|---|---|
| $\%$ $TR + (T)(V)(R) =$ | -demonstration -lecture -hands-on -performance (test) -rating (scale) | -oral (test) -rating (scale) | -self-paced -written (test) -rating (scale) | -lecture -self-paced -written (test) -rating (scale) |
| Cluster | 5 = 100% | 2 = 100% | 3 = 100% | 4 = 100% |
| FORMS 081-915-5122 081-915-5129 | $2 \times 5 \times 7 = 70$ 11 11 11 10 $\frac{11}{54}$ $\frac{.771}{70 \overline{) 54.000}}$ | $2 \times 2 \times 7 = 28$ 0 $\frac{7}{9}$ $\frac{.321}{28 \overline{) 9.000}}$ | $2 \times 3 \times 7 = 42$ 0 8 $\frac{13}{21}$ $\frac{.570}{42 \overline{) 21.000}}$ | $2 \times 4 \times 7 = 56$ 11 0 8 $\frac{13}{32}$ $\frac{.571}{56 \overline{) 32.000}}$ |
| | 77% | 32% | 50% | 57% |
| MEASURE 081-915-5114 081-915-5115 081-915-5135 081-915-5147 081-915-5213 | $5 \times 3 \times 7 = 175$ 24 28 25 18 29 $\frac{124}{175 \overline{) 124.000}}$ | $5 \times 2 \times 7 = 70$ 0 $\frac{25}{25}$ $\frac{.357}{70 \overline{) 25.000}}$ | $5 \times 3 \times 7 = 105$ 0 23 $\frac{33}{56}$ $\frac{.533}{105 \overline{) 56.000}}$ | $5 \times 4 \times 7 = 140$ 28 0 23 $\frac{31}{82}$ $\frac{.585}{140 \overline{) 82.000}}$ |
| | 71% | 36% | 53% | 59% |
| EVALUATE 081-915-5142 081-915-5148 081-915-5198 | $3 \times 5 \times 7 = 105$ 9 17 10 5 $\frac{20}{61}$ $\frac{.580}{105 \overline{) 61.000}}$ | $3 \times 2 \times 7 = 42$ 2 $\frac{20}{22}$ $\frac{.523}{42 \overline{) 22.000}}$ | $3 \times 3 \times 7 = 63$ 0 17 $\frac{20}{37}$ $\frac{.587}{63 \overline{) 37.000}}$ | $3 \times 4 \times 7 = 84$ 17 0 17 $\frac{20}{54}$ $\frac{.642}{84 \overline{) 54.000}}$ |
| | 58% | 52% | 59% | 64% |
| | | 5 | 75 | |

PERCENTAGE LANGUAGE SKILLS
MOS 915

| FORMULA | LISTENING | SPEAKING | READING | WRITING |
|--------------------------------------|---|--|--|--|
| $TR + (T)(V)(R) = \%$ | -demonstration -lecture -hands-on -performance (test) -rating (scale) | -oral (test) -rating (scale) | -self-paced -written (test) -rating (scale) | -lecture -self-paced -written (test) -rating (scale) |
| Clust | 5 = 100% | 2 = 100% | 3 = 100% | 4 = 100% |
| CALCULATE | $2 \times 5 \times 7 = 70$ $\begin{array}{r} 10 \\ 12 \\ 7 \\ 4 \\ 14 \\ \hline 47 \end{array}$ $70 \overline{) 47.000} \quad .671$ | $2 \times 2 \times 7 = 28$ $\begin{array}{r} 0 \\ 12 \\ \hline 12 \end{array}$ $28 \overline{) 12.000} \quad .429$ | $2 \times 3 \times 7 = 42$ $\begin{array}{r} 0 \\ 14 \\ 14 \\ \hline 28 \end{array}$ $42 \overline{) 28.000} \quad .666$ | $2 \times 4 \times 7 = 56$ $\begin{array}{r} 12 \\ 0 \\ 14 \\ 14 \\ \hline 40 \end{array}$ $56 \overline{) 40.000} \quad .714$ |
| 081-915-5141 081-915-5151 | 67% | 42% | 67% | 71% |
| CONDUCT | $1 \times 5 \times 6 = 30$ $\begin{array}{r} 4 \\ 6 \\ 3 \\ 3 \\ 5 \\ \hline 21 \end{array}$ $30 \overline{) 21.000} \quad .700$ | $1 \times 2 \times 6 = 12$ $\begin{array}{r} 0 \\ 3 \\ \hline 3 \end{array}$ $12 \overline{) 3.000} \quad .250$ | $1 \times 3 \times 6 = 18$ $\begin{array}{r} 0 \\ 6 \\ 6 \\ \hline 12 \end{array}$ $18 \overline{) 12.000} \quad .666$ | $1 \times 4 \times 6 = 24$ $\begin{array}{r} 6 \\ 0 \\ 6 \\ 5 \\ \hline 17 \end{array}$ $24 \overline{) 17.000} \quad .708$ |
| 081-915-5160 | 70% | 25% | 67% | 71% |
| PROCESS | $3 \times 5 \times 7 = 105$ $\begin{array}{r} 14 \\ 18 \\ 14 \\ 10 \\ 18 \\ \hline 74 \end{array}$ $105 \overline{) 74.000} \quad .704$ | $3 \times 2 \times 7 = 42$ $\begin{array}{r} 0 \\ 15 \\ \hline 15 \end{array}$ $42 \overline{) 15.000} \quad .357$ | $3 \times 3 \times 7 = 63$ $\begin{array}{r} 0 \\ 18 \\ 21 \\ \hline 39 \end{array}$ $63 \overline{) 39.000} \quad .619$ | $3 \times 4 \times 7 = 84$ $\begin{array}{r} 18 \\ 0 \\ 18 \\ 20 \\ \hline 56 \end{array}$ $84 \overline{) 56.000} \quad .666$ |
| 081-915-5153 THRU 081-915-5155 | 70% | 36% | 62% | 67% |

N = total number of responses to variables in the cluster
 T = number of tasks in the cluster
 V = variables
 R = maximum number of respondents in any task in that cluster

PERCENTAGE LANGUAGE SKILLS
MOS 915

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = number of variables
R = number of respondents in any task in that cluster

| FORMULA | LISTENING | SPEAKING | READING | WRITING |
|--|---|---|---|--|
| $TR + (T)(V)(R) = \%$ | -demonstration -lecture -hands-on -performance (test) -rating (scale) | -oral (test) -rating (scale) | -self-paced -written (test) -rating (scale) | -lecture -self-paced -written (test) -rating (scale) |
| Cluster | 5 = 100% | 2 = 100% | 3 = 100% | 4 = 100% |
| INTERVIEW | $2 \times 5 \times 7 = 70$ <div>4</div> <div>11</div> <div>4</div> <div>0</div> <div>12</div> <div>31</div> <div>442</div> <div>70</div> <div>31.000</div> | $2 \times 2 \times 7 = 28$ <div>0</div> <div>12</div> <div>12</div> <div>428</div> <div>28</div> <div>12.000</div> | $2 \times 3 \times 7 = 42$ <div>0</div> <div>12</div> <div>12</div> <div>571</div> <div>42</div> <div>24.000</div> | $2 \times 4 \times 7 = 56$ <div>11</div> <div>0</div> <div>12</div> <div>12</div> <div>35</div> <div>56</div> <div>35.000</div> |
| 081-915-5187 081-915-5193 | 44% | 43% | 57% | 63% |
| INTERVIEW | $4 \times 5 \times 7 = 140$ <div>3</div> <div>22</div> <div>8</div> <div>0</div> <div>26</div> <div>57</div> <div>421</div> <div>140</div> <div>59.000</div> | $4 \times 2 \times 7 = 56$ <div>0</div> <div>25</div> <div>25</div> <div>446</div> <div>56</div> <div>25.000</div> | $4 \times 3 \times 7 = 84$ <div>0</div> <div>24</div> <div>26</div> <div>50</div> <div>595</div> <div>84</div> <div>50.000</div> | $4 \times 4 \times 7 = 112$ <div>22</div> <div>0</div> <div>24</div> <div>26</div> <div>72</div> <div>112</div> <div>72.000</div> |
| 081-915-5187 081-915-5188 081-915-5190 081-915-5192 | 42% | 45% | 60% | 64% |
| MAINTAIN | $3 \times 5 \times 6 = 90$ <div>5</div> <div>13</div> <div>4</div> <div>1</div> <div>13</div> <div>36</div> <div>400</div> <div>90</div> <div>36.000</div> | $3 \times 2 \times 6 = 36$ <div>0</div> <div>9</div> <div>9</div> <div>250</div> <div>36</div> <div>9.000</div> | $3 \times 3 \times 6 = 54$ <div>0</div> <div>12</div> <div>12</div> <div>24</div> <div>444</div> <div>54</div> <div>24.000</div> | $3 \times 4 \times 6 = 72$ <div>13</div> <div>0</div> <div>12</div> <div>13</div> <div>38</div> <div>72</div> <div>38.000</div> |
| 081-915-5010 081-915-5011 081-915-5175 | 40% | 25% | 44% | 53% |
| | | 7 | 77 | |

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variables
R = maximum number of respondents in any task in that cluster

| PERCENTAGE LANGUAGE SKILLS NOS 9/5 | | | | |
|---|--|---|---|---|
| FORMULA | LISTENING | SPEAKING | READING | WRITING |
| $\frac{TR + (T)(V)(R)}{100} = \%$ | -demonstration -lecture -hands-on -performance (test) -rating (scale) | -oral (test) -rating (scale) | -self-paced -written (test) -rating (scale) | -lecture -self-paced -written (test) -rating (scale) |
| Cluster | 5 = 100% | 2 = 100% | 3 = 100% | 4 = 100% |
| DISINFECT 081-915-5009 081-915-5014 | $2 \times 5 \times 7 = 70$ 12 12 11 11 12 <u>58</u> $70 \overline{) 58.000} \quad .829$ | $2 \times 2 \times 7 = 28$ 2 12 <u>14</u> $28 \overline{) 14.000} \quad .500$ | $2 \times 3 \times 7 = 42$ 0 4 13 <u>17</u> $42 \overline{) 17.000} \quad .404$ | $2 \times 4 \times 7 = 56$ 12 0 4 4 <u>25</u> $56 \overline{) 25.000} \quad .446$ |
| | 83% | 50% | 40% | 41% |
| IDENTIFY 081-915-5204 THW 081-915-5207 | $4 \times 5 \times 7 = 140$ 12 21 15 11 25 <u>84</u> $140 \overline{) 84.000} \quad .600$ | $4 \times 2 \times 7 = 56$ 0 23 <u>23</u> $56 \overline{) 23.000} \quad .410$ | $4 \times 3 \times 7 = 84$ 0 21 23 <u>44</u> $84 \overline{) 44.000} \quad .523$ | $4 \times 4 \times 7 = 112$ 21 0 21 23 <u>65</u> $112 \overline{) 65.000} \quad .580$ |
| | 60% | 41% | 52% | 58% |

APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

MOS _____

PERSON RECORDING _____

LOCATION
(UNIT/AIT) _____

SUBJECT _____

* TASK NUMBER IF KNOWN _____

Physical Environment of Instruction

- A. Classroom
 - B. Open Areas (live firefield- mark-up terrain)
 - C. Large enclosed area (bleacher sites)
(Warehouse size)
 - D. Other
- Comments:

Styles of Communication Instructor, Verbal orders

- A. Formal Speech
 - B. Informal Speech
 - C. Regional/Ethnic
 - D. Body Language
 - E. Profanity
 - F. Shop talk/slang
 - G. Non-standard English
 - I. Other
- Comments:

Media of Instruction

- A. Films
 - B. Video cassettes
 - C. Graphic Training Aids (diagrams, etc....)
 - D. Illustrations (requiring reading/not requiring reading)
 - E. Maps
 - F. Mock-ups
 - G. Models/Animate
 - H. Real equipment
 - I. Transparencies
 - J. Tape cassettes
 - K. Training Publications (required/available)
 - L. Signs/Notices
 - M. P.A. System
 - N. Normal Voice
 - O. Soldier's Manual
 - P. Chalkboard
 - Q. Other
- Comments:

Mode of Response

- A. Manipulating a piece of equipment/device
 - B. Answers (spoken - written)
 - C. Signals
 - D. Performance
 - E. Taking Notes
 - F. Teamwork
 - G. Other
- Comments:

Instructional Ratio

- A. Instructor; one-to-one/class
 - B. Peer/one-to-one
 - C. Group or Committee Group (group of instructors of whom one teaches one portion of the whole)
 - Small (12 or less)
 - Large (more than 12)
 - D. Other
 - E. Questions
- Comments:

80.

APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of
structural and lexical items
for this MOS.
(For discussion, see Section II)

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

1. Subject and action verb
Firer aims.
2. Subject and action verb and direct/indirect object
Many things cause burns.
3. Subject and linking verb and subjective complement
This is very important.

COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.

3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted)
But what about the other 15 meters?
Ask, "What is there?"

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

6. FRAGMENT

Movement to occupy a position.
All other parts.

ADVERBIAL CLAUSES

1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

3. COMPARISON

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.

5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be released.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE

AVAILABLE

2. COMPARATIVES

Threat main tanks are smaller than the US main battle tanks.

3. SUPERLATIVES

The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

1. INDEFINITE

Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).

2. POSSESSIVE

Shake his shoulder and shout, "Are you OK.?"

3. SUBJECTIVE

This will give you correct nomenclature.

4. OBJECTIVE

It will also give you the correct functioning.

5. REFLEXIVE

Keep yourself clear of the muzzle.

VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

--You will be tested.

--If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.

--If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.

--When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.

--Have someone walk the FDL and determine dead space.

--Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb
present verb (uninflected, third
person, indicative)
past tense (regular/irregular)
present perfect
future

2. TYPES

intransitive
(You) train for results.

transitive
Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize
protect
is facing
remove
explode
sounds
points out
seen

appear
seek
secure
wear
mask
stored
do require
could affect

has
must be
wipe
rinse
put brush
empty
reassemble
reinstall

passive

given
is protected
is sprayed

are alerted
are reported
have been corrected

are authorized
be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You must demonstrate, once every 6 months, that you can meet or exceed the minimum level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should not be"

5. AUXILIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES

To fire, hold the M16A1 in the rest with your right shoulder firmly against the weapon's butt plate.

ADVERBS +

1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB

(particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virginia.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.

SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between
TRADOC and DLIELC was reached
that DLIELC In-House Vocabulary
would not be produced for this
MOS.

APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

ADJUTANTS

DATA CONTROL NUMBER

Job No/Part

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23051

915-1

AHS

SEP

WFA

DLI



915 56112

[illegible]

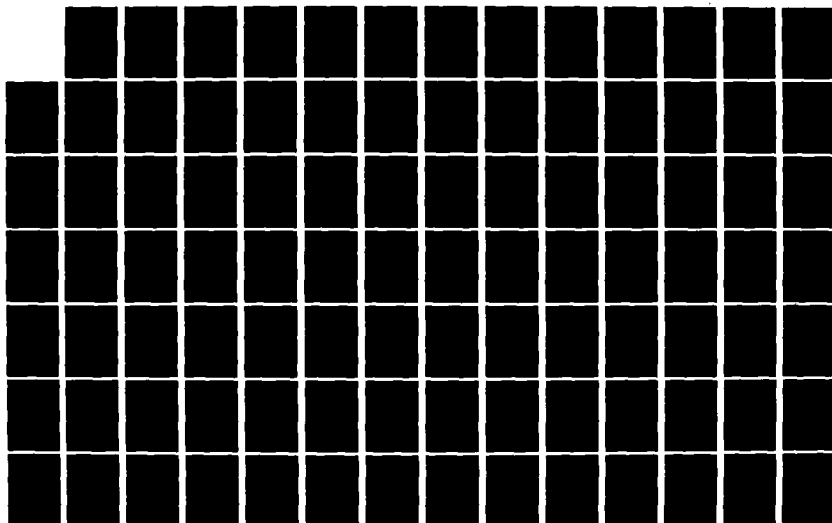
AD-A121 073

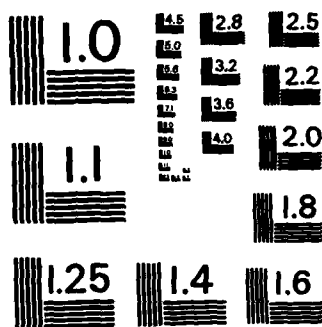
JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR AOS-915
ENVIRONMENTAL HEALTH SP. (U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER.. 30 AUG 77

F/G 5/9

NL

UNCLASSIFIED





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS - 1963-A

[illegible]

| | | |
|----|----|---------------|
| 1 | 1 | CONSPICUOUSLY |
| 2 | 1 | CONSTRUCTED |
| 3 | 2 | CONSTRUCTION |
| 4 | 1 | CONVICT |
| 5 | 1 | CONVULSION |
| 6 | 2 | CONTAINER |
| 7 | 5 | CONTAINERS |
| 8 | 5 | CONTAINMENT |
| 9 | 2 | CONTAMINATED |
| 10 | 4 | CONTAMINATING |
| 11 | 2 | CONTAMINATION |
| 12 | 2 | CONTENTS |
| 13 | 1 | CONTEMPORARY |
| 14 | 1 | CONTRAST |
| 15 | 1 | CONTRASTED |
| 16 | 2 | CONTINUED |
| 17 | 3 | CONTINUOUS |
| 18 | 3 | CONTINUOUSLY |
| 19 | 5 | CONTROL |
| 20 | 1 | CONTROL |
| 21 | 2 | CONTROLLED |
| 22 | 2 | CONVERSION |
| 23 | 7 | CONVICT |
| 24 | 1 | CONVICTS |
| 25 | 2 | CONVULSION |
| 26 | 2 | CONVULSION |
| 27 | 10 | COOL |
| 28 | 1 | COOLING |
| 29 | 12 | COOPERATE |
| 30 | 5 | COOPERATES |
| 31 | 1 | COPE |
| 32 | 3 | CORNER |
| 33 | 1 | CORNER |
| 34 | 12 | CORNER |
| 35 | 1 | CORNER |
| 36 | 1 | CORNER |
| 37 | 2 | CORRECTION |
| 38 | 2 | CORRECTIONS |
| 39 | 1 | CORRECTIVE |
| 40 | 6 | CORRECTLY |
| 41 | 2 | CORRECTED |
| 42 | 1 | CORRESPONDING |
| 43 | 1 | CORRESPOND |
| 44 | 2 | CORRESPOND |
| 45 | 2 | CORRESPOND |
| 46 | 4 | CORRESPOND |

[illegible]

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HIGHFLECTION ON

HIGHST
HILLTOP
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50 HYS
1 HIT
5 HOLD
1 HELPS
2 HELPCAYS

4 HYLE
1 HUCK
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1 HOSPITAL
3 HUCK
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3 HUCK
1 HUCKING

2 HON
3 HONK
13 HON
1 HON
1 HON

6 JAN
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2 JAN
4 JAN

1 JUTTING
9 KAPP
1 KAPPING
1 KAPP

1 KEY
3 KIT
13 LABEL
3 LABELED
1 LABELING

2 LARPLS
2 LANC
2 LARCE
1 LARCE
1 LARCE

2 LATER
1 LAW
1 LAY
1 LEAF
1 LEAKAGE

2 LEAF PRICES
2 LEANS
2 LEAN
2 LEAST
2 LEAVE

3 LEAVES
7 LEFT
3 LEPS
4 LEPS
4 LEPS

2 LEONATIC
1 LEONOW
1 LEONOW
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2 LEGIONS
3 LEGIONS
3 LEGIONS
4 LEVEL
1 LIFE

1 LIFE
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5 LIGHTLY
2 LIKE
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108

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77 PERFORMANCE

1 POSITIONING
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| 1 | PULL |
| 1 | PULLING |
| 3 | PULSE |
| 1 | PURPOSE |
| 2 | PURPOSES |
| 3 | PUSH |
| 1 | PUSHING |
| 3 | PUT |
| 3 | QUALIFICATION |
| 1 | QUALIFIED |
| 1 | QUESTIONS |
| 1 | QUICKEN |
| 2 | QUICKLY |
| 3 | QUICK |
| 1 | QUICKLY |
| 2 | RAISE |
| 2 | RAISE |
| 3 | RAISE |
| 1 | RAISING |
| 3 | RACE |
| 2 | RACES |
| 1 | RACK |
| 3 | RACE |
| 3 | RACE |
| 1 | RACE |
| 2 | RACE |
| 9 | RACE |
| 1 | RACE |
| 1 | RACE |
| 2 | RACE |
| 4 | READ |
| 4 | READ |
| 2 | READ |
| 1 | READ |
| 7 | READ |
| 2 | REASON |
| 2 | REASONABLE |
| 1 | RECEIVE |
| 3 | RECEIVER |
| 1 | RECEIVE |
| 1 | RECEIVE |
| 2 | RECEIVABLE |
| 1 | RECEIVED |
| 1 | RECEIVED |
| 1 | RECEIVED |
| 1 | RECEIVED |

RECONNAISSANCE

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| 50 | ACQUIRE |

[illegible]

67

SELF-CONFIDENCE

1. NAME
2. SEX
3. AGE
4. GRADE

5. SEPARATED
6. SEQUENCE
7. SEPARATE
8. SEPARATE
9. SEPARATE
10. SEPARATE

11. SERVICE
12. SERVICE
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52. SERVICE

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| 5 | SCOUT |
| 1 | SCRY |
| 1 | SCULPT |
| 1 | SCULPT |
| 2 | SOLDIERS |
| 3 | SOLDIERS |
| 3 | SOLO |
| 1 | SOLVICH |
| 5 | SOME |
| 4 | SODA |
| 4 | SOP |
| 5 | SOUND |
| 1 | SOUND |
| 1 | SOUND |
| 1 | SOUND |
| 3 | SOT |
| 10 | SOUND |
| 1 | SOUND |
| 1 | SOUND |
| 1 | SOUND |
| 2 | SUBSTANTIATE |
| 2 | SUBSTITUTE |
| 4 | SUBTRACT |
| 4 | SUB |
| 1 | SUBJECT |
| 2 | SUPPLY |
| 2 | SUPPLY |
| 2 | SUPPLY |
| 1 | SUPPLY |
| 1 | SUPPLY |
| 1 | SUPPLY |
| 3 | SUPPLY |
| 2 | SUPPLY |
| 4 | SUPPLIES |
| 2 | SUPPLY |
| 7 | SUPPLY |
| 3 | SUPPLY |
| 2 | SUPPLIES |
| 2 | SURROUNDING |
| 1 | SURVIVORS |
| 1 | SURVIVORS |
| 4 | SURVIVORS |
| 2 | SURVIVORS |

[illegible]

[illegible]

[illegible]

| | | | |
|----|-----|-----|----------|
| 1 | YES | 5 | YOURSELF |
| 2 | YES | 6 | YOURSELF |
| 3 | YES | 7 | YOURSELF |
| 4 | YES | 8 | YOURSELF |
| 5 | YES | 9 | YOURSELF |
| 6 | YES | 10 | YOURSELF |
| 7 | YES | 11 | YOURSELF |
| 8 | YES | 12 | YOURSELF |
| 9 | YES | 13 | YOURSELF |
| 10 | YES | 14 | YOURSELF |
| 11 | YES | 15 | YOURSELF |
| 12 | YES | 16 | YOURSELF |
| 13 | YES | 17 | YOURSELF |
| 14 | YES | 18 | YOURSELF |
| 15 | YES | 19 | YOURSELF |
| 16 | YES | 20 | YOURSELF |
| 17 | YES | 21 | YOURSELF |
| 18 | YES | 22 | YOURSELF |
| 19 | YES | 23 | YOURSELF |
| 20 | YES | 24 | YOURSELF |
| 21 | YES | 25 | YOURSELF |
| 22 | YES | 26 | YOURSELF |
| 23 | YES | 27 | YOURSELF |
| 24 | YES | 28 | YOURSELF |
| 25 | YES | 29 | YOURSELF |
| 26 | YES | 30 | YOURSELF |
| 27 | YES | 31 | YOURSELF |
| 28 | YES | 32 | YOURSELF |
| 29 | YES | 33 | YOURSELF |
| 30 | YES | 34 | YOURSELF |
| 31 | YES | 35 | YOURSELF |
| 32 | YES | 36 | YOURSELF |
| 33 | YES | 37 | YOURSELF |
| 34 | YES | 38 | YOURSELF |
| 35 | YES | 39 | YOURSELF |
| 36 | YES | 40 | YOURSELF |
| 37 | YES | 41 | YOURSELF |
| 38 | YES | 42 | YOURSELF |
| 39 | YES | 43 | YOURSELF |
| 40 | YES | 44 | YOURSELF |
| 41 | YES | 45 | YOURSELF |
| 42 | YES | 46 | YOURSELF |
| 43 | YES | 47 | YOURSELF |
| 44 | YES | 48 | YOURSELF |
| 45 | YES | 49 | YOURSELF |
| 46 | YES | 50 | YOURSELF |
| 47 | YES | 51 | YOURSELF |
| 48 | YES | 52 | YOURSELF |
| 49 | YES | 53 | YOURSELF |
| 50 | YES | 54 | YOURSELF |
| 51 | YES | 55 | YOURSELF |
| 52 | YES | 56 | YOURSELF |
| 53 | YES | 57 | YOURSELF |
| 54 | YES | 58 | YOURSELF |
| 55 | YES | 59 | YOURSELF |
| 56 | YES | 60 | YOURSELF |
| 57 | YES | 61 | YOURSELF |
| 58 | YES | 62 | YOURSELF |
| 59 | YES | 63 | YOURSELF |
| 60 | YES | 64 | YOURSELF |
| 61 | YES | 65 | YOURSELF |
| 62 | YES | 66 | YOURSELF |
| 63 | YES | 67 | YOURSELF |
| 64 | YES | 68 | YOURSELF |
| 65 | YES | 69 | YOURSELF |
| 66 | YES | 70 | YOURSELF |
| 67 | YES | 71 | YOURSELF |
| 68 | YES | 72 | YOURSELF |
| 69 | YES | 73 | YOURSELF |
| 70 | YES | 74 | YOURSELF |
| 71 | YES | 75 | YOURSELF |
| 72 | YES | 76 | YOURSELF |
| 73 | YES | 77 | YOURSELF |
| 74 | YES | 78 | YOURSELF |
| 75 | YES | 79 | YOURSELF |
| 76 | YES | 80 | YOURSELF |
| 77 | YES | 81 | YOURSELF |
| 78 | YES | 82 | YOURSELF |
| 79 | YES | 83 | YOURSELF |
| 80 | YES | 84 | YOURSELF |
| 81 | YES | 85 | YOURSELF |
| 82 | YES | 86 | YOURSELF |
| 83 | YES | 87 | YOURSELF |
| 84 | YES | 88 | YOURSELF |
| 85 | YES | 89 | YOURSELF |
| 86 | YES | 90 | YOURSELF |
| 87 | YES | 91 | YOURSELF |
| 88 | YES | 92 | YOURSELF |
| 89 | YES | 93 | YOURSELF |
| 90 | YES | 94 | YOURSELF |
| 91 | YES | 95 | YOURSELF |
| 92 | YES | 96 | YOURSELF |
| 93 | YES | 97 | YOURSELF |
| 94 | YES | 98 | YOURSELF |
| 95 | YES | 99 | YOURSELF |
| 96 | YES | 100 | YOURSELF |

DATA CONTROL NUMBER

... - SARGUARDS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651



213 06 03

COUNT4 WORD4

G SEQUENCE
COUNT3 WORD3

HOS WORD LISTING/ASSEMBLY

COUNT2 WORD2

COUNT1 WORD1

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|--------------|-----------------|--------------|--------------------|
| 2 EDGES | 1 EER | 1 EFFECTIVE | 1 EFFECTIVELY |
| 1 EFFORTS | 1 EIGHT | 1 EITHER | 1 EJECTED |
| 1 EJECTION | 1 ELAPSED | 1 ELBOW | 4 ELEMENTS |
| 2 ELEVATE | 1 ELEVATED | 1 ELEVATION | 1 ELIGIBLE |
| 1 ELIMINATED | 1 ELIMINATES | 3 EMERGENCY | 3 EMPTY |
| 1 ENCLOSED | 1 ENCOUNTERED | 6 END | 2 ENGAGE |
| 1 ENGAGED | 2 ENLISTED | 5 ENOUGH | 1 ENTAIL |
| 1 ENTER | 3 ENTERED | 1 ENTERING | 1 ENTIRE |
| 2 ENTITIES | 6 ENVELOPE | 3 ENVELOPES | 1 ENVIRONMENT |
| 2 EQUAL | 1 EQUALS | 27 EQUIPMENT | 1 EQUIPABLE |
| 1 EQUIVOCAL | 2 EQUIVOCAL | 5 EPISODES | 1 ESPECIALLY |
| 1 ESTABLISH | 6 ETC | 1 EVACUATE | 2 EVALUATION |
| 1 EVERY | 2 EVIL | 2 EXACTLY | 3 EXAMINE |
| 1 EXAMPLE | 2 EVILENCE | 1 EXCITED | 3 EXCEPT |
| 1 EXCEPTIVE | 2 EXEMPLES | 1 EXCLUDED | 1 EXCUSED-DETAILED |
| 1 EXCELLENCE | 1 EXCITED | 2 EXHAUST | 3 EXPEDITION |
| 1 EXHAUST | 2 EXHAUST | 2 EXHAUST | 1 EXPENDABLE |
| 1 EXPENSE | 2 EXPLAIN | 2 EXPLOSION | 2 EXPOSE |
| 5 EXPOSED | 1 EXPOSURE | 1 EXTEND | 2 EXTENDED |
| 1 EXTENDING | 2 EXTENDS | 3 EXTENSION | 2 EXTENT |
| 1 EXTRACT | 1 EXTRAORDINARY | 1 EYE | 1 EYE-LENS |
| 1 EYEPIECES | 1 EYES | 7 F | 1 FABRICATED |
| 11 FACE | 6 FACEPIECE | 4 FACILITIES | 5 FACILITY |
| 3 FACING | 1 FACTOR | 1 FAILS | 2 FALL |
| 5 FALLOUT | 1 FALSE | 2 FAMILIAR | 2 FAN |
| 2 FAR | 1 FARTHER | 3 FAST | 1 FATIGUE |
| 1 FAULT | 5 FAULTS | 1 FEATURE | 11 FEATURES |
| 1 FEED | 2 FEEL | 1 FEELS | 9 FEET |
| 1 FEEL | 19 FIELD | 7 FILE | 3 FILED |
| 5 FILES | 2 FILL | 3 FILLED | 3 FILTER |
| 1 FILTERS | 1 FIND | 2 FINER | 1 FINGERNAILS |
| 7 FLICKERS | 1 FINISH | 7 FINISH | 15 FIRE |
| 1 FIRED | 5 FINER | 2 FINES | 8 FIRING |
| 2 FIRED | 21 FIRST | 6 FIRST-AID | 4 FISTS |
| 1 FI | 3 FIVE | 1 FIXED | 1 FLANGED |
| 1 FLIES | 4 FLIT | 1 FLEXIBLE | 1 FLOW |
| 1 FLOWING | 2 FLUID | 1 FLOUGH | 45 FM |
| 1 FOCUSING | 1 FOLD | 1 FOLDED | 1 FOLDER |
| 3 FOLLOWS | 6 FOLLOWS | 1 FOLLOWED | 3 FOLLOWER |
| 9 FOLLOWING | 4 FOLLOWS | 5 FOOT | 1 FOOTGEAR |
| 125 FOR | 2 FORCEFULLY | 1 FORCIBLY | 2 FOOTHEAD |
| 3 FORMATION | 32 FOR | 2 FORMING | 15 FORWARD |
| 1 FORMING | 2 FORM | 4 FOUR | 1 FORMICLE |
| 3 FORMURE | 2 FORMS | 1 FRAYED | 5 FORT |
| 2 FORMING | 55 FORM | 12 FRONT | 3 FOOTBRITE |
| 3 FORMATION | 2 FULL | 1 FULLST | 2 FULLY |
| 1 FUNCTIONAL | 2 FUNCTIONING | 4 FURTHER | 1 FUZZY |
| 7 G | 9 G-M | 1 GAINING | 2 GARRAGE |
| 1 GASHING | 6 GASHING | 6 GAS | 1 GARDS |
| 7 GENERAL | 1 GENEROUS | 1 GENTLE | 1 GENTLY |

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|----------------|----------------|----------------|----------------|
| 4 GECORPHIC | 1 GERMICIDAL | 7 GET | 1 CETS |
| 1 GIG | 7 GIVE | 44 GIVEN | 2 GIVING |
| 1 GLICITENS | 2 GLING | 1 GONE | 1 GOCO |
| 4 GOROC | 4 GOROP | 2 GRASS | 2 GREASE |
| 2 GOROW | 2 GRAD | 34 GRID | 2 GRIFF |
| 14 GROUND | 6 GROUP | 2 GROUND | 1 GUA |
| 3 GUA | 2 GUARD | 37 GUIDANCE | 1 H |
| 1 HED | 1 HED | 1 HATE | 1 FAIRCUT |
| 1 HELF | 4 HELF | 17 HND | 4 HANDLE |
| 3 HELMS-ON | 3 HELMS-ON | 3 HANG | 3 HARD |
| 1 HELMARE | 1 HELMARE | 2 HARKNESS | 16 HAS |
| 3 HELZAND | 3 HELZAND | 1 HAZARDS | 18 HC |
| 2 HELACHE | 2 HELACHE | 4 HEADGEAR | 1 HEADQUARTERS |
| 5 HELTUBET | 5 HELTUBET | 10 HELL | 2 HEAVY |
| 1 HELD | 1 HELD | 10 HELMET | 1 HELP |
| 2 HELM | 2 HELM | 2 HIGHER | 1 HIGHRECHELCN |
| 2 HILLTOP | 2 HILLTOP | 1 HILLTOPS | 32 HIM |
| 1 HIT | 1 HIT | 5 HOLD | 1 HILES |
| 4 HODD | 4 HODD | 1 HOOK | 6 HORIZONTAL |
| 1 HODN | 1 HODN | 1 HOSPITAL | 3 HCT |
| 3 HODNS | 3 HODNS | 1 HOUSING | 2 HCV |
| 14 IDENTIFIED | 14 IDENTIFIED | 13 HVA | 2 ICE |
| 17 IDENTIFIED | 17 IDENTIFIED | 2 IDENTIFIER | 9 IDENTIFY |
| 3 IMMEDIATE | 3 IMMEDIATE | 11 IET | 1 ILL-TIMED |
| 2 IMMITENT | 2 IMMITENT | 12 IMMEDIATELY | 3 INVERSE |
| 15 IN | 15 IN | 2 IMPAIR | 1 INFORMANT |
| 1 INCORRECT | 1 INCORRECT | 5 INCHES | 1 INCLUDE |
| 3 INDEX | 3 INDEX | 1 INCREASE | 1 INCREASES |
| 1 INDICATING | 1 INDICATING | 2 INDICATE | 2 INDICATED |
| 2 INDIVIDUAL'S | 2 INDIVIDUAL'S | 2 INDICATIONS | 1 INDISTINCT |
| 1 UNPLACED | 1 UNPLACED | 3 INDIVIDUALS | 8 INDOOR |
| 1 INPLES | 1 INPLES | 10 INFORMATION | 1 INFORMED |
| 2 INITIATE | 2 INITIATE | 1 INHILLING | 2 INITIAL |
| 3 INK | 3 INK | 2 INJURED | 2 INJURIES |
| 4 INSERT | 4 INSERT | 2 INLET | 1 INNER |
| 1 INSERIN | 1 INSERIN | 1 INSERTED | 1 INSET |
| 6 INSPECTION | 6 INSPECTION | 1 INSPECT | 3 INSPECTED |
| 15 INSURE | 15 INSURE | 1 INSTALLED | 6 INSTRUCTIONS |
| 2 INTERPRET | 2 INTERPRET | 1 INJURY | 2 INJURING |
| 1 INTERSECTS | 1 INTERSECTS | 1 INTERRUPTED | 1 INTERSECT |
| 1 INSAND | 1 INSAND | 1 INTERVALS | 15 INTO |
| 2 ISSUE | 2 ISSUE | 4 IRON | 5 IRREGULAR |
| 5 ITS | 5 ITS | 45 IT | 4 ITEM |
| 1 JUNE | 1 JUNE | 4 IV | 1 J |
| 1 JULIING-OUT | 1 JULIING-OUT | 2 JUNE | 4 JUT |
| 1 KEY | 1 KEY | 5 KEEP | 1 KEEPING |
| 1 KACT | 1 KACT | 3 KIT | 1 KNEE |
| 3 LABELED | 3 LABELED | 2 KNOW | 1 L |
| 2 LABEL | 2 LABEL | 1 LABELING | 2 LABELS |
| | | 1 LARGE-SCALE | 6 LAST |

55

DATE 92269 1947 PA
COUNT4 WORD4

805 WORD LISTING/ASCENDING
COUNT4 WORD3

COUNT2 WORD2

COUNT1 WORD1

| | | |
|---------------------|---------------|----------------|
| 2 LATER | 3 LAY | 3 LEAD |
| 1 LEAKAGE | 2 LEAKS | 2 LEAF |
| 6 LEAVE | 3 LEAVES | 7 LEFT |
| 3 LEGS | 2 LENGTH | 2 LENSATIC |
| 1 LEGUM | 1 LEGS | 15 LESSON |
| 2 LESSONS | 3 LETTERS | 4 LEVEL |
| 1 LIFE | 1 LIFE | 3 LIFE |
| 1 LIFTING | 5 LIFE-SAVING | 2 LIKE |
| 1 LIFT | 5 LIGHTLY | 27 LINE |
| 1 LILLY | 1 LIMITING | 2 LIP |
| 1 LINES | 1 LINE-FREE | 1 LITTER |
| 5 LIPS | 1 LISTED | 1 LOADING |
| 12 LLOY | 4 LOADED | 7 LOCATED |
| 2 LOCALLY | 6 LOCATE | 1 LOCKED |
| 1 LOCATIONS | 3 LOCK | 1 LONGEST |
| 3 LOGBOOK | 4 LONG | 9 LOSE |
| 3 LOOP | 2 LOOSE | 1 LUNAR |
| 12 LOWER | 4 LSA | 1 LUNTRICATE |
| 7 LUNTRICATE | 1 LUBRICATED | 3 LUNTRICATION |
| 1 LUNGS | 1 LUTING | 3 LUNTRICATE |
| 3 LUNGS | 14 MAGNETIC | 6 MAINTAIN |
| 8 MAGNETIC | 1 MAGNETIC | 13 MAINT |
| 1 MAGNETIC | 1 MAGNETIC | 3 MAN |
| 1 MAGNETIC | 1 MAGNETIC | 3 MANIER |
| 1 MAGNETIC | 2 MANAGE | 4 MATCH |
| 1 MAGNETIC | 3 MAN-TERRAIN | 6 MACKED |
| 61 MAP | 18 MARK | 32 MASK |
| 1 MARITAL | 4 MARKS | 1 MACK |
| 2 MARKING | 1 MARKS | 1 MACK |
| 2 MASKING | 4 MATERIALS | 1 MACK |
| 14 MATERIAL | 1 MATERIAL | 6 MACKS |
| 20 MAY | 1 MEALING | 7 MEDIC |
| 1 MEASURED | 1 MEASURES | 1 MEDIC |
| 1 MEAS | 2 MENTAL | 1 MEDIC |
| 2 METAL | 4 METER | 18 METERS |
| 4 METERS | 1 MIGHT | 2 MILDEN |
| 4 METERS | 1 MILLS | 1 MINEFIELD |
| 4 MILPS | 1 MINDE | 2 MINIMUM |
| 2 MINUTE | 1 MISCONDUCT | 1 MISSED |
| 15 MINUTES | 1 MITER | 1 MIX |
| 1 MISCONDUCT | 1 MIST | 9 MICE |
| 1 MISCONDUCT | 1 MIST | 1 MOUNDED |
| 2 MOUNTAIN | 1 MOUNT | 10 MOVE |
| 3 MOUNTAIN-TO-MOUTH | 5 MOUTHPIECE | 1 MUCOUS |
| 4 MOVING | 2 MOUTH | 2 MUSCLE |
| 8 MUD | 2 MULTIPLY | 3 MIB |
| 2 MUD | 1 MI | 2 MIB |
| 12 MUD | 2 MIT | 6 NATURAL |
| 2 MUD | 2 MOUNT | 1 NAVIGATE |
| 2 MUD | 3 NEAR | 4 NEAREST |
| 3 MUD | 5 NEED | 2 AFFED |
| 9 NECK | 2 NEUTRAL | 1 REVER |
| 1 NLY | 2 NIGHT | 11 NC |
| 4 NEXT | | |

DATE 5/26/66 1.0

UNITA WCRDA

COUNT 2 WCRFO

COUNT 1 WCRDI

| | | |
|------------|-------------------|------------------|
| 1 ADVISY | 1 NONCOMMISSIONED | 1 ACNE |
| 1 ADVISORY | 6 NORMALLY | 12 NORTH |
| 1 ADVISORY | 1 NOISY | 44 ACT |
| 27 ADVISE | 1 NOTHING | 1 ACTIVATION |
| 2 ADVISED | 11 NUCLEAR | 13 NUMBER |
| 3 ADVISING | 1 OBJECT | 2 OBSERVE |
| 1 ADVISING | 3 OBTAIN | 2 OBTAIN |
| 4 ADVISE | 3 OFF | 3 OFFICE |
| 1 ADVISOR | 1 OIL | 1 OBIT |
| 1 ADVISOR | 37 ONE | 1 ONE-HALF |
| 1 ADVISOR | 1 OPEN | 1 OPEN |
| 1 ADVISOR | 1 OPENED | 13 OPEN |
| 1 ADVISOR | 1 OPERATOR'S | 2 OPERATION |
| 1 ADVISOR | 151 ORGANIZATION | 1 ORGANIZATION |
| 1 ADVISOR | 17 OTHER | 1 ORALLY |
| 1 ADVISOR | 2 OUTLINE | 2 ORGANIZATIONAL |
| 1 ADVISOR | 5 OUTSIDE | 1 OTHERWISE |
| 1 ADVISOR | 1 OVERHEAT | 12 OUTLINED |
| 1 ADVISOR | 2 PAGE | 1 OUTWARD |
| 1 ADVISOR | 1 PAGE | 10 OVERLAY |
| 1 ADVISOR | 7 PAINT | 2 PACK |
| 1 ADVISOR | 1 PALMS | 6 PAGES |
| 1 ADVISOR | 1 PALL | 1 PALE |
| 1 ADVISOR | 1 PALL | 8 PAV |
| 1 ADVISOR | 1 PALL | 1 PARENTHESIS |
| 1 ADVISOR | 1 PALL | 19 PARTS |
| 1 ADVISOR | 1 PALL | 8 PATIENT |
| 1 ADVISOR | 1 PALL | 2 PAY |
| 1 ADVISOR | 1 PALL | 1 PEN/PENCIL |
| 1 ADVISOR | 1 PALL | 2 PER |
| 1 ADVISOR | 1 PALL | 2 PERFORM |
| 1 ADVISOR | 1 PALL | 1 PERMIT |
| 1 ADVISOR | 1 PALL | 1 PERSONALLY |
| 1 ADVISOR | 1 PALL | 1 PESTAIN |
| 1 ADVISOR | 1 PALL | 4 PICTURE |
| 1 ADVISOR | 1 PALL | 1 FINCHED |
| 1 ADVISOR | 1 PALL | 1 PISTON |
| 1 ADVISOR | 1 PALL | 5 PLACED |
| 1 ADVISOR | 1 PALL | 1 PLAIN |
| 1 ADVISOR | 1 PALL | 3 PLOTTED |
| 1 ADVISOR | 1 PALL | 74 PLOTT |
| 1 ADVISOR | 1 PALL | 4 PLOTTING |
| 1 ADVISOR | 1 PALL | 2 POSITIONING |
| 1 ADVISOR | 1 PALL | 11 PCST |
| 1 ADVISOR | 1 PALL | 2 PRECEDED |
| 1 ADVISOR | 1 PALL | 3 PREPARATION |
| 1 ADVISOR | 1 PALL | 1 PRESENCE |
| 1 ADVISOR | 1 PALL | 14 PRESSURE |
| 1 ADVISOR | 1 PALL | 3 PREVIOUSLY |
| 1 ADVISOR | 1 PALL | 7 PROCEDURES |
| 1 ADVISOR | 1 PALL | 1 PROBABLY |

DATE 03260 1' AGE
CCINT4 WORD4

WD3 AND LISTING/ASG NG SEQUENCE
COUNT2 WORD2

COUNT1 WORD1

| | | | |
|-----------------------|-------------------|----------------|--------------|
| 4 PROPERLY | 12 PROTECTIVE | 1 PROPERMENT | 3 PROTECT |
| 4 PROVIDE | 4 PROVIDED | 12 PROTECTIVE | 5 PROTRACTOR |
| 4 PULLING | 4 PUBLICATIONS | 4 PROVIDED | 1 PROVIDING |
| 3 PUSH | 5 PULLE | 6 PUBLICATIONS | 3 PUBLISHED |
| 1 QUALIFIED | 1 PUSHING | 5 PULLE | 1 PURPOSE |
| 1 RADII | 1 QUESTIONS | 3 PUT | |
| 3 RAISED | 1 RADIOLOGICAL | 1 QUICKEST | |
| 1 RANK | 1 RAISING | 2 RAGS | |
| 2 RATED | 3 RAPID | 5 RANGE | |
| 1 REACHED | 8 RATER | 3 RAPIDLY | |
| 2 READING | 2 REACHING | 1 RAC | |
| 2 REASSEMBLE | 1 READJUST | 4 RAGS | |
| 1 RECEDES | 1 RECEIVE | 7 RAGE | |
| 4 RECOMMENDED | 2 RECOGNIZABLE | 3 RECEIVER | |
| 1 RECORDS | 1 RECOGNIZABLE | 1 RECOGNIZED | |
| 7 RED | 1 RECOGNIZABLE | 11 RECORD | |
| 3 REFER | 4 REDUCE | 1 RECORDED | |
| 1 REFLECT | 2 REFERENCE | 1 RECOVERED | |
| 1 REFINERY | 1 REFERENCE | 1 RECOVERED | |
| 1 RELATIONSHIP--KNOWN | 1 REFLECT | 1 RECOVERED | |
| 3 REMAINING | 6 REFLECT | 1 RECOVERED | |
| 1 REMOVED | 1 REMAINS | 1 RECOVERED | |
| 1 REMOVED | 22 REMOVE | 1 RECOVERED | |
| 2 REPEATED | 1 RELY/GENERATION | 1 RECOVERED | |
| 1 REPEATED | 6 REPLACE | 3 REPAIR | |
| 2 REPEATED | 1 REPRESENT | 1 REPLACEMENT | |
| 1 REQUIRES | 9 REQUIRED | 5 REPRESENTED | |
| 1 REQUIRES | 3 REQUIRING | 5 REQUIREMENT | |
| 1 REQUIRING | 12 RESPIRATION | 1 RESIDUE | |
| 1 REQUIRING | 3 RESULT | 3 RESPONSIBLE | |
| 1 REQUIRING | 1 REJUGENATIVE | 1 RESULTED | |
| 1 REQUIRING | 1 REVERSE | 6 RETURN | |
| 1 REQUIRING | 2 REVISOR | 2 REVERSIBLE | |
| 1 REQUIRING | 1 RIDE | 1 REVISION | |
| 1 REQUIRING | 3 RIGTH/AND | 2 RIDGE | |
| 1 REQUIRING | 1 RICE | 3 RIM | |
| 1 REQUIRING | 2 ROCK | 6 RISE | |
| 1 REQUIRING | 12 ROSTER | 1 RISK | |
| 1 REQUIRING | 15 ROUNDS | 1 RISK | |
| 1 REQUIRING | 1 RULE | 1 RISK | |
| 1 REQUIRING | 2 SADDLE | 1 RISK | |
| 1 REQUIRING | 6 SALT | 1 RISK | |
| 1 REQUIRING | 1 SATISFY | 1 RISK | |
| 1 REQUIRING | 1 SCHEDULED | 1 RISK | |
| 1 REQUIRING | 1 SEATED | 1 RISK | |
| 1 REQUIRING | 1 SECTIONS | 1 RISK | |
| 1 REQUIRING | 2 SECURED | 1 RISK | |
| 1 REQUIRING | 2 SEC | 1 RISK | |
| 1 REQUIRING | 3 SELECT | 1 RISK | |

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DATE 83260 1947 PAGE 9

COUNT2 WORD2 COUNT3 WORD3

COUNT1 WORD1

| | | | |
|--------------|------------|-------------------|-----------------|
| 2 SUPERVISOR | 2 SELF | 1 SELF-CONFIDENCE | 1 SEMI |
| 1 SUPERVISOR | 1 SENT | 4 SEPARATE | 1 SEPARATED |
| 2 SUPERVISOR | 4 SERIES | 3 SERVICE | 1 SERIOUSNESS |
| 1 SUPERVISOR | 2 SERVICES | 1 SET | 3 SETTING |
| 2 SEVERAL | 2 SEVERAL | 2 SEVEN | 2 SF |
| 1 SEVERAL | 1 SEVERAL | 2 SEVEN | 1 SHALL |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SHARPLY |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 3 SHELL |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 4 SHINY |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SHOES |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 11 SHOULD |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 SHOUT |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 7 SHOW |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 7 SIDEWAYS |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SIGN |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 10 SIGNS |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 SPACE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 3 SITE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SIXTH |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SLEEVE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SLIGHTLY |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 SMALL |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SMOOTHE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SOAKS |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SOFT |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 3 SOLDIERS |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 4 SOUT |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SCOUT |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 3 SPECIFIC |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SPLITS |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SPRING |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SPUN |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 STARTING |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 STARTING |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 STATION |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 STEEL |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 STICKS |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 7 STEPPAGE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 5 STEPS |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 STRAIGHT-LINE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 STRIKE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 4 STRIKE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 SUBSTANTIATE |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SUCKING |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SURFACES |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 1 SUPERFICIAL |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 SUPPORT |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 SURROUNDING |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 3 SWEATING |
| 1 SEVERAL | 1 SEVERAL | 1 SEVEN | 2 SYSTEM |

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|--------------------|---------------------|-----------------|
| 1 SYSTEMS | 1 TABLETS | 1 TACTICAL |
| 1 TAILS | 3 TAKEN | 1 TAMMS |
| 3 TAILORING | 2 TAP | 1 TARGER |
| 11 TARTERY | 1 TARGETS | 11 TC |
| 1 TENTS | 24 TEC | 4 TEETH |
| 2 TELEPHONE | 1 TELL | 1 TEMPORARY |
| 1 TEND | 1 TENDS | 1 TERMS |
| 18 TENDIN | 7 TERN | 1 TEAWING |
| 877 THE | 1 THEFT | 4 THEIR |
| 5 THEM | 13 THEN | 1 THEREFORE |
| 1 THEREIN | 4 THESE | 1 THIED |
| 1 THROST | 15 THIS | 6 THOSE |
| 6 THEER | 1 THREE-ROUND | 5 THROUGH |
| 3 THORAR | 2 THOUS | 10 TICK |
| 1 THIF | 2 THIGHT | 12 TIME |
| 1 THIEL | 2 THIPS | 2 TITLE |
| 17 TM | 1 TM-750 | 1 TOGETHER |
| 2 TOLD | 2 TOM | 1 TOO |
| 1 TONCHARUSH | 13 TOP | 2 TOPOGRAPHICAL |
| 1 TOPS | 1 TOON | 2 TOUCHES |
| 1 TOUCHING | 1 TOURNIQUET | 6 TOWARD |
| 1 TOXIC | 1 TRACING | 1 TRAINED |
| 1 TRAINING | 35 TRAINING | 2 TRANSPORT |
| 1 TRANSPORTATION | 6 TREAT | 3 TREATMENT |
| 4 TRENCH | 7 TRENCHES | 1 TRINING |
| 3 TROUBLE-SHOOTING | 1 TROUSER | 15 TUBE |
| 7 TURN | 2 TURNED | 1 TWIFT |
| 25 TWO | 2 TWO-LETTER | 6 TYPE |
| 2 TYPES | 1 TYPEWRITER | 1 UNAPPLIED |
| 4 UNATTENDED | 1 UNAUTHORIZED | 6 UNCONSCIOUS |
| 1 UNCONSCIOUSNESS | 5 UNCONTAMINATED | 2 UNCORRECTABLE |
| 1 UNCORRECTED | 1 UNCOVERED | 1 UNDEASTOOD |
| 1 UNFLANGED | 1 UNIDENTIFIED | 12 UN- |
| 5 UNLOCK | 1 UNLOADING | 1 UNLOCKS |
| 1 UNLOCKED | 1 UNMARK | 1 UNOPENED |
| 1 UNREPORTED | 19 UNITAL | 12 UP |
| 1 UNFALING | 1 UPDATE | 1 UPDATED |
| 4 UPON | 4 UPPER | 2 US |
| 16 USE | 24 USED | 1 UTILIZING |
| 6 V | 1 VALLEY | 2 VALLEYS |
| 4 VALUE | 6 VALVE | 1 VAPER |
| 1 VEIL | 1 VARYING | 1 VEGETATION |
| 17 VEHICLE | 1 VEHICLE/EQUIPMENT | 7 VERTICAL |
| 1 VICINITY | 2 VIGOROUSLY | 5 VISUAL |
| 1 VIVIDLY | 5 VIOLET | 4 VOICEMITTER |
| 1 VOICING | 5 VULNUS | 2 VIST |
| 2 WALKING | 5 WASH | 1 WARNED |
| 3 WASHING | 2 WAS | 3 WATCHING |
| 31 WATER | 2 WAY | 1 WEAKNESS |
| 28 WEAPON | 2 WEAK | 2 WEATHER |

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JELL
2 UNIT
6 JHRE
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4 WIDARE
119 WITH
3 WARD
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5 JETTEN
3 YLO

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3 WHEELER
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2 WADUNG
3 YELLOW
5 YOURSELF

2 WEEKENDS
6 WFST
34 WHEN
42 WHICH
2 WIDE
5 WIPE
15 WITHOUT
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1 WRAPPING
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1 YET
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1 WEIGHT
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66 WILL
1 WIFE
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1 WAYS
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41 TASK
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34 GRID
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25 RIFLE
25 PLICE
24 100
23 SIGHT
22 MUST
21 FIRST
20 CONTAINER
19 11
18 PARTS
18 BETWEEN
18 MEET
18 TERROR
17 11
17 ON
16 DRESSING
16 UNDER
15 100
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14 MATERIAL
14 STIMULATED
14 APPROPRIATE
14 MAKE
13 POSSIBLE
12 ALSO
12 CORRELATION
12 LEAD
12 COMPLETED
12 100
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368 A
154 ON
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77 PERFORMANCE
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39 MAGAZINE
37 GUIDANCE
34 WHEN
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27 EQUIPMENT
25 100
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22 AVAILABLE
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20 DETERMINE
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18 INFORMATION
17 CLEAN
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17 VEHICLE
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335 AND
151 ON
119 WITH
74 POINT
63 YOUR
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45 100
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40 CONDITIONS
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33 CASUALTY
31 WATER
28 SITUATION
27 LINE
25 100
24 PAPER
23 100
22 CHEMICAL
22 REMOVE
21 SCALE
20 100
19 FIELD
19 100
18 100
16 MARK
17 EACH
17 SECURITY
16 CARRIER
16 LOCATION
15 BIOLOGICAL
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53 ARE
45 IT
43 AT
41 STANDARDS
39 REFERENCES
35 TRAINING
32 COVER
31 WITHIN
20 WEAPON
27 ACT
25 CASUALTY'S
24 PAPER
23 POSITION
22 HAVE
21 100
20 CHECK
20 INDIVIDUAL
15 LESSON
18 ATTACK
19 100
18 METERS
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| COUNT1 WORD1 | COUNT2 WORD2 | COUNT3 WORD3 | COUNT4 WORD4 |
|----------------|----------------|----------------|-----------------|
| 11 CONTINUE | 10 COOL | 10 EDGE | 10 FORWARD |
| 11 FLOW | 10 HANDS | 11 HELMET | 10 INSPECT |
| 11 LABEL | 10 LINES | 10 MENDURES | 10 MEDICAL |
| 11 MOVE | 10 OVERLAY | 10 PENUN | 11 PREPARE |
| 11 PROSECUTION | 10 SIGNS | 10 SFLAY | 10 SOURCE |
| 11 PICK | 10 TIME | 10 TOURNETQUET | 5 ACTION |
| 9 ARE | 9 MAUGH | 9 PUT | 9 CAR |
| 9 CHEN | 9 DAY | 9 DAY | 9 FEET |
| 9 FOLLOWING | 9 G-N | 5 IDENTIFY | 9 KEEP |
| 5 MANDATE | 9 MARE | 9 MOUTH | 9 ASCK |
| 9 OPERATOR | 9 REQUIRED | 9 MOUTH | 5 STORAGE |
| 9 OPER | 9 SUBVA | 9 RELIC | 9 AFFAIRS |
| 8 PARTIAL | 8 ASSEMBLY | 8 BEFORE | 9 BOTTOM |
| 8 CLIPPING | 8 CLOSE | 8 CRAPS | 9 DATE |
| 9 DISPLAYED | 8 DOWN | 8 DURING | 8 EITHER |
| 9 FINING | 8 INDUSTR | 8 LOUSEN | 8 MAINTENANCE |
| 8 MILITARY | 8 MUD | 8 NOLE | 8 OPERATOR'S |
| 9 POT | 8 PATIENT | 8 PERSONNEL | 8 PLACING |
| 9 RULP | 8 S ME | 8 SHOCK | 9 V |
| 9 VALVE | 7 ADMINISTER | 7 RECOVER | 7 BLCA |
| 7 BOLD | 7 MOUTH | 7 CONVERT | 7 DETAILED |
| 7 DOCS | 7 F | 7 FILE | 7 FINGERS |
| 7 FLUSH | 7 G | 7 GENERAL | 7 GET |
| 7 GIVE | 7 IDENTIFIED | 7 INCLUDE | 7 LEFT |
| 7 LOCATED | 7 LOOKING | 7 CUT | 7 PAINT |
| 7 PENCIL | 7 PROCEEDURES | 7 REAR | 7 PER |
| 7 CHURN | 7 STOPPAGE | 7 SURE | 7 TEAM |
| 7 TANGLE | 7 TURN | 7 VERTICAL | 7 ZERO |
| 6 | 6 ACCORDANCE | 6 AGAINST | 6 PLONG |
| 6 | 6 ARMS | 6 BLOOD | 6 PREASTBCNE |
| 6 | 6 CARE | 6 CHANGES | 6 CHIN |
| 6 | 6 CORRECTLY | 6 CURRENT | 6 DECONTAMINATE |
| 6 | 6 ENVELOPE | 6 ELEVATION | 6 ENC |
| 6 | 6 FLANGE | 6 ETC | 5 FACEPIECE |
| 6 | 6 HORIZONTAL | 6 GARDENING | 6 CAS |
| 6 | 6 JAW | 6 INSPECTION | 5 INSTRUCTIONS |
| 6 | 6 LOCATE | 6 LAST | 6 LEAST |
| 6 | 6 MAND | 6 MATTAIN | 6 MANUAL |
| 6 | 6 MAND | 6 NATURAL | 6 NORMALLY |
| 6 | 6 OUTLET | 6 PAGE | 5 PATTERN |
| 6 | 6 PUBLICATIONS | 6 RELEASE | 5 PERLICE |
| 6 | 6 RETURN | 6 RIGHT | 6 TYPE |
| 6 | 6 SECONDS | 6 SECURE | 5 SHAPE |
| 6 | 6 SONG | 6 STOPS | 5 STEPS |
| 6 | 6 TYPE | 6 TOPOGRAPHIC | 6 TOWARD |
| 6 | 6 TYPE | 6 UNCONSCIOUS | 6 WASH |
| 6 | 6 WHILE | 5 ALIVE | 5 ALLOWING |
| 5 | 5 APPLIED | 5 AUTHORIZED | 5 BATTLESTIGHT |
| 5 | 5 BITEPIECE | 5 BLACK | 5 MOWING |
| 5 | 5 CAPTIVITY | 5 CASE | 5 COLD |

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COUNT1 WORD1

COUNT2 WORD2

NO. WORD LISTING/DECREASING FREQUENCY

COUNT3 WORD3

COUNT4 WORD4

5 COMPLAIN
5 CONCO
5 DESTINATION
5 EXPLOD
5 FILLS
5 HASTEN
5 ITS
5 MEASURE
5 ONCE
5 PARTITION
5 REUSE
5 SEAL
5 SOUND
5 STOPPED
5 THICK
5 UFTED
5 JET
5 YOURSELF
5 ANOTHER
5 REYEPT
5 BECAUSE
5 BLEND
5 CUTTEN
5 COLLAR
5 SI
5 DISRUPTIVE
5 FACILITIES
5 FOUR
5 GRASP
5 NIGHTST
5 IRON
5 LESS
5 LONG
5 BUCKING
5 MARCH
5 LATHOD
5 AVANG
5 CLOUERS
5 PERTAINING
5 POKET
5 PEGGS
5 PROVIDE
5 REEDILY
5 LEVIGATED
5 SLICES
5 LOU
5 SUBTRACT
5 SUSPECTED
5 THESE
5 UNATTENDED
5 VALUE

5 CONSCIOUS
5 COORDINATES
5 EAST
5 FACILITY
5 FIRM
5 HOLD
5 LIFE-SAVING
5 YOUTHPICE
5 OPERATOR
5 PREVENT
5 REPRESENTED
5 SHOT
5 SPRING
5 STRIPS
5 THROUGH
5 VISUAL
5 PIPE
5 ALREADY
5 APPLICATION
5 AWAY
5 BEING
5 BONE
5 CHAMBER
5 CONTAMINATING
5 DAMAGE
5 DOCUMENTS
5 FISTS
5 FURTHER
5 HALF
5 HODD
5 ITEM
5 LEVEL
5 LOOKING
5 MARCH
5 LATHOD
5 AVANG
5 CLOUERS
5 PERTAINING
5 POKET
5 PEGGS
5 PROVIDE
5 REEDILY
5 LEVIGATED
5 SLICES
5 LOU
5 SUBTRACT
5 SUSPECTED
5 THESE
5 UNATTENDED
5 VOICEMITTER

CON. AINERS
CURVED
5 ENOUGH
5 FALLOUT
5 FOOT
5 FROGS
5 LIGHTLY
5 NECESSARY
5 OUTSIDE
5 PULL
5 REQUIREMENT
5 SHOT
5 STEP
5 SURFACE
5 UNCONTAMINATED
5 VOCAL
5 WORKING
5 ANCHOR
5 AROUND
5 BASE
5 BELOW
5 BERTHE
5 CLOSED
5 COUNSEL
5 DEFICIENCIES
5 DRINK
5 FLIT
5 GEOGRAPHIC
5 HANDLE
5 INDICATED
5 IV
5 LOADED
5 LSA
5 MARCH
5 METHODS
5 NEAREST
5 PASSAGES
5 PICTURE
5 PURCH
5 PROCEEDING
5 PROVIDED
5 RECOMMENDED
5 SAND
5 SHINY
5 SOP
5 SUCH
5 TAKE
5 THUS
5 UNIFORM
5 WHO

5 CONTAINING
5 DAYLIGHT
5 ERRORS
5 FAULTS
5 FREE
5 IRREGULAR
5 LIST
5 NEED
5 PLACED
5 PULSE
5 REVIEW
5 SECTION
5 STEPS
5 THEN
5 UNLIDED
5 WASH
5 WRITTEN
5 ATTACKS
5 BATIC
5 BICARBONATE
5 BROKEN
5 COAT
5 COVERED
5 DEMONSTRATE
5 ELEMENTS
5 FELLOWS
5 GRADE
5 HEDGEAR
5 INSERT
5 JUST
5 LOCAL
5 MAINTAINED
5 MATERIALS
5 NITRO
5 NEXT
5 PATTERNS
5 PIT
5 PREFERRED
5 PROPER
5 PUBLICATION
5 RECORDED
5 SECOND
5 SIGNS
5 STILL
5 SUITABLE
5 TATH
5 TECH
5 LOWER
5 WOULD

| | | |
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| ADMINISTRATION | 3 ALARMS | 3 ALTER |
| APPLYING | 3 ASSOCIATION | 3 ATTACHED |
| AVAILABILITY | 3 BEGIN | 3 BEGINS |
| BIND | 3 BLOCK | 3 BLUE |
| BREATHS | 3 BURLAP | 3 CANVAS |
| CENTERED | 3 CHARGED | 3 CHIEF |
| CLASSIFICATION | 3 CLOSED-CHEST | 3 CLOSED-HEART |
| CONTAINER | 3 CONTAMINATED | 3 CONTINUOUS |
| CURATOR | 3 DEPRESSION | 3 DESIGNED |
| DETAIL | 3 DIGIT | 3 DIPPED |
| DIRECTION | 3 DIRECTLY | 3 DISSEMBLY |
| DRIVE | 3 DRIVE | 3 DROP |
| EMERGENCY | 3 ENVELOPE | 3 ENVELOPES |
| EXAMINE | 3 EXTENSION | 3 EXTENSION |
| FACIES | 3 FILED | 3 FILED |
| FILLED | 3 FIVE | 3 FIVE |
| FOLDERS | 3 FRACTURE | 3 FRACTURE |
| FRONTIER | 3 GUARD | 3 GUARD |
| HAND-ON | 3 HAZARD | 3 HAZARD |
| HOT | 3 IMAGINARY | 3 IMAGINARY |
| IMMEDIATE | 3 INDIVIDUALS | 3 INDIVIDUALS |
| INJURIES | 3 KEY | 3 KEY |
| LAJEL | 3 LEAVES | 3 LEAVES |
| LEFT | 3 LEFT | 3 LEFT |
| LINE | 3 LCCP | 3 LCCP |
| LOCATION | 3 MAR | 3 MAR |
| LOOPER | 3 MEDIC | 3 MEDIC |
| MEETING | 3 M13 | 3 M13 |
| MIS | 3 MEX | 3 MEX |
| MURDER | 3 MURDERING | 3 MURDERING |
| MURKIN | 3 OFFICER | 3 OFFICER |
| MYSTIC | 3 PERFORMING | 3 PERFORMING |
| PALEOGRAPH | 3 FLOTTED | 3 FLOTTED |
| PETS | 3 PRESENT | 3 PRESENT |
| POINTS | 3 FURNISHED | 3 FURNISHED |
| PREVIOUSLY | 3 FAUSE | 3 FAUSE |
| PUSH | 3 RECEIVER | 3 RECEIVER |
| RAILED | 3 REPAIR | 3 REPAIR |
| REFEE | 3 REPAULT | 3 REPAULT |
| REPORT | 3 SAFE | 3 SAFE |
| RESEARCH | 3 SELECT | 3 SELECT |
| SELED | 3 SPARE | 3 SPARE |
| SERIOUS | 3 SIGNS/SYMPOMS | 3 SIGNS/SYMPOMS |
| SHELL | 3 SWEAT | 3 SWEAT |
| SILVER | 3 SOLDIER | 3 SOLDIER |
| SLOW | 3 SPECIFIED | 3 SPECIFIED |
| SOLDIERS | 3 STOPPING | 3 STOPPING |
| SOOT | 3 SYMPTOMS | 3 SYMPTOMS |
| STAKE | 3 THUMB | 3 THUMB |
| STRIKE | | |
| STUCK | | |

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LISTING/DESCENDING FREQUENCY

1 UNFLANGED
1 UNMAPPED
1 UNREPORTED
1 UPDATE/CORRECT/REVISE
1 VACANCY
1 VULTS
1 VICINITY
1 WARMED
1 WEAPONING
1 WINDOWS
1 WORSE
1 WHITE
1 ZEROED
1 ZEROS

LISTING/DESCENDING FREQUENCY

| | |
|---------------------|----------------|
| 1 UNCOVERED | 1 UNTESTED |
| 1 UNLOADING | 1 UNLOCKS |
| 1 UNLOCKED | 1 UNLOINED |
| 1 UP/PAVING | 1 UPDATE |
| 1 UTILIZING | 1 VALID |
| 1 VARY | 1 VARYING |
| 1 VEHICLE/EQUIPMENT | 1 VERIFICATION |
| 1 VOICE | 1 VOCHLING |
| 1 WEAK | 1 WEAKNESS |
| 1 WEEKDAYS | 1 WEIGHT |
| 1 WAD | 1 WORDS |
| 1 WOUNDS | 1 WRAPPING |
| 1 YEARS | 1 YET |

LISTING/DESCENDING FREQUENCY

SECRET
DECLASSIFIED
WHILE
ONLINE
CROSS REFERENCE
ALL INFORMATION
NOTED
CONFIDENTIAL
CLASSIFICATION
CHANGING
UNIDENTIFIED
1 UNCLASSIFIED

LISTING/DESCENDING FREQUENCY

1 UNTESTED
1 UNLOCKS
1 UNPINED
1 UPDATE
1 VALID
1 VARYING
1 VERIFICATION
1 VOMLING
1 WEAKNESS
1 WEIGHT
1 WORDS
1 WRAPPING
1 YET

HEADQUARTERS

DATA CONTROL NUMBER

100 NO / PROJECT NO

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

WCA

JAN 9 1981

DLI



"WORD CRIT MOS-DIS SKILL LEVEL 1 AND 2"

PREPARED BY: OPERATIONS DIV. DPFO

ATDP FORM 109, 7-69. Reference ATDP 118, Jul 73, which is obsolete.

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AB
ABREVIATIONS

ABILITY

ACCOMPLISH

ACCESS

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23003 1502

1502 301

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42401 1501

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30005 1501

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30001 1502

301 306

1507 1501

1501 1501

42401 23002

10005 401

23001 1501

10001 1501

504 23002

23001 2003

1501 1501

42401 1501

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| 3 | AWAKE | 3/1 | | |
| 3 | BALLS | 424/1 | 230/1 | |
| 3 | BAREO | 230/1 | | |
| 3 | BAYONET | 230/1 | 20/1 | |
| 3 | BEATING | 1/1 | | |
| 3 | BELIEVED | 230/1 | | |
| 3 | BLAST | 424/1 | | |
| 3 | BLUISH | 230/1 | | |
| 3 | BULLET | 100/2 | | |
| 3 | BUTTON | 424/1 | | |
| 3 | CAL | 100/1 | | |
| 3 | CARD | 100/2 | | |
| 3 | CARE | 230/4 | 100/1 | 1/1 |
| 3 | CHANCES | 4/1 | | |
| 3 | CLEARING | 230/1 | | |
| 3 | CLERK | 15/1 | | |
| 3 | CONCERNED | 300/1 | | |
| 3 | CONSPICUOUSLY | 3/1 | | |
| 3 | COPY | 15/1 | | |
| 3 | CUFF | 424/1 | | |
| 3 | CUTAWAY | 100/1 | | |
| 3 | DAY | 13/7 | 3/2 | |
| 3 | DECLINATION | 5/5 | | |
| 3 | DEFENSIVE | 20/1 | | |
| 3 | DEFORM | 100/1 | | |
| 3 | DENTAL | 1/1 | | |
| 3 | DESIGNATED | 3/1 | 100/1 | 5/1 |
| 3 | DESIGNATES | 3/1 | | |
| 3 | DETAIL | 15/3 | | |
| 3 | DICTATED | 200/1 | | |
| 3 | DISCOVERING | 3/1 | | |
| 3 | DISGUISE | 20/1 | | |
| 3 | DISRUPTIVE | 20/4 | | |
| 3 | DRAW | 5/2 | | |
| 3 | GROUP | 424/1 | 100/2 | |

| | | | |
|--------------------|-------|-------|-----------|
| 3 DUE | 15,1 | | |
| 3 INITIAL | 210,1 | | |
| 3 ENVELOPE | 210,3 | 3,3 | |
| 3 ENVELOPES | 230,3 | | |
| 3 ETC | 230,1 | 3,3 | 1,2 |
| 3 EXAMPLE | 100,1 | | |
| 3 EXCUSE-OF-FAILED | 15,1 | | |
| 3 EXPICT | 4,4,1 | 230,1 | |
| 3 EXPONABLE | 15,1 | | |
| 3 EXTRANEUS | 3,1 | | |
| 3 FAULT | 5,1 | | |
| 3 FAULTS | 4,1 | 13,1 | 5,3 |
| 3 FINER | 300,3 | 100,2 | |
| 3 FULLER | 3,1 | | |
| 3 FOLLOWER | 100,3 | | |
| 3 FRICTION | 100,1 | 1,2 | |
| 3 GENERAL | 3,2 | 100,1 | |
| 3 GEOGRAPHIC | 20,4 | | 4,1 424,3 |
| 3 GIS | 4,1 | | |
| 3 GLISTENS | 20,1 | | |
| 3 GRASP | 230,2 | 1,2 | |
| 3 GUARD | 3,2 | 424,1 | |
| 3 GUARDED | 3,2 | | |
| 3 HARNESS | 424,1 | 230,1 | |
| 3 HEADQUARTERS | 3,1 | | |
| 3 HELP | 1,1 | | |
| 3 HIT | 300,1 | | |
| 3 HORN | 424,1 | | |
| 3 ILL-TIMED | 230,1 | | |
| 3 IMMINENT | 424,2 | | |
| 3 INDICATES | 424,2 | 15,2 | |
| 3 INSTANTIA | 4,1 | | |
| 3 INTERRUPTED | 15,1 | | |
| 3 JUTTING | 1,1 | | |
| 3 JUTTING-OUT | 1,1 | | |
| 3 KEPT | 3,1 | | |
| 3 LAD | 100,1 | | |
| 3 LEISATIC | 100,2 | | |
| 3 LIKELY | 230,1 | | |
| 3 LOOKING | 100,1 | 5,2 | 1,1 |
| 3 MANNER | 100,1 | 5,2 | |
| 3 MEDIC | 230,3 | | |
| 3 MENTAL | 230,1 | 100,1 | |
| 3 MILES | 424,1 | | |
| 3 OPTIMUM | 3,1 | | |
| 3 OVERLAY | 6,2 | 3,8 | |
| 3 PAD | 15,1 | 230,1 | |
| 3 PAYING | 15,1 | | |
| 3 PERCUSSION | 424,2 | | |
| 3 PERFECT | 300,1 | | |

MOS WORD LIST BY PAGE

| | | | | |
|---|------------------|-------|-------|------|
| 3 | TRIPPLE-SHIFTING | 501 | 402 | |
| 3 | TYPE-LETTER | 10002 | | |
| 3 | TYPEWRITER | 1501 | | |
| 3 | UNAPPLIED | 401 | | |
| 3 | UNATTENDED | 101 | 303 | |
| 3 | UNCOMPLETED | 42401 | | |
| 3 | UNDERSTOOD | 1501 | | |
| 3 | UNUSING | 23001 | | |
| 3 | VAULTS | 301 | | |
| 3 | WORK | 42403 | | |
| 3 | WORKING | 1503 | 302 | |
| 3 | WRUING | 42402 | | |
| 4 | ALAEITY | 21001 | | |
| 4 | ASAP | 1501 | | |
| 4 | ASKS | 101 | 23001 | |
| 4 | ASAROS | 401 | | |
| 4 | BADLY | 101 | | |
| 4 | CALIBER | 20001 | | |
| 4 | CAT | 10001 | | |
| 4 | CHAP | 22003 | | |
| 4 | CONFIDENTIAL | 301 | | |
| 4 | CONFIDENT | 1501 | | |
| 4 | CULVERT | 42402 | | |
| 4 | DA | 3011 | 504 | 403 |
| 4 | DELEGATED | 1501 | 1501 | 1301 |
| 4 | DISPOSITION | 1501 | | |
| 4 | DEHGRADING | 301 | | |
| 4 | EASIER | 101 | | |
| 4 | EJECTION | 10001 | | |
| 4 | FILES | 1504 | 301 | |
| 4 | FINING | 42401 | | |
| 4 | GENEROUS | 10001 | | |
| 4 | GTA | 601 | | |
| 4 | HIGHERCHELON | 23001 | | |
| 4 | HOLIDAYS | 1502 | | |
| 4 | IMAGINARY | 30003 | | |
| 4 | INDURSER | 504 | 1502 | 602 |
| 4 | LIE | 23001 | | |
| 4 | NAME | 1502 | | |
| 4 | PAY | 1501 | 401 | |
| 4 | PEW/RED | 1501 | | |
| 4 | PIUPEER | 301 | | |
| 4 | RECONNAISSANCE | 10001 | | |
| 4 | SCABBARD | 23001 | | |
| 4 | SEER | 601 | | |
| 4 | SELF-CONFIDENCE | 23001 | | |
| 4 | STARING | 23001 | | |
| 4 | SUNSELY | 23001 | 42401 | |
| 4 | TAPES | 401 | | |
| 4 | THAT-ROUND | 10001 | | |

MOB WORD LIST BY PAGE

| | | |
|---|---------------|--------------|
| 4 | UNCORRECTABLE | 5,2 |
| 4 | UNLICKS | 3,1 |
| 4 | WOW-IF | 230,1 |
| 4 | APPLATURE | 300,4 200,2 |
| 4 | ANGUL | 15,1 |
| 4 | ANKLE | 230,1 |
| 4 | BATTLELIGHT | 100,5 |
| 4 | BUILDING | 230,1 |
| 4 | BUTTER | 15,1 |
| 4 | BULL'S | 100,1 |
| 4 | CANADIAN | 100,1 |
| 4 | DUTIES | 426,1 15,1 |
| 4 | DUTY | 15,18 3,2 |
| 4 | EER | 15,1 |
| 4 | INDISTINCE | 300,1 |
| 4 | LSA | 100,4 |
| 4 | LUGS | 100,1 |
| 4 | MILPO | 5,2 15,1 6,1 |
| 4 | MI | 1,1 |
| 4 | SAC | 100,1 |
| 4 | SQT | 230,3 |

APPENDIX 8

ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.
(See Section II for discussion.)

LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

Sentences:

- | | |
|------------------|-------------------------|
| A. Declarative | statement |
| B. Interrogative | question |
| | 1. wh- questions |
| | 2. tag questions |
| | 3. yes/no questions |
| C. Imperative | command, polite request |
| D. Exclamatory | exclamation |

Sentence Complexity:

- | | |
|---------------------|---|
| A. Simple | one full subject and predicate |
| B. Compound | two or more independent clauses joined by: |
| | 1. punctuation |
| | 2. punctuation and conjunctive adverb |
| | 3. coordinate conjunction |
| C. Complex | one or more dependent clauses and an independent clause |
| D. Compound-Complex | two or more independent clauses and one or more dependent clauses |

Verbs:

- | | |
|----------------------------|---|
| A. Concord | subject-verb agreement |
| B. Transitive | takes an object |
| C. Intransitive | doesn't take an object |
| D. Copula | to be |
| E. Linking | connectors |
| F. Auxiliaries of tense | will, do, did |
| G. Auxiliaries of modality | should, ought to, must to, have to, have got to, able to, can, may, might, could, would |
| H. Tense | present, past |
| I. Aspect | perfect, progressive |

Verbal Forms:

- | | |
|-----------------------|---------------|
| A. Present Participle | active voice |
| B. Past Participle | passive voice |

Voice:

- | | |
|------------|----------------------------|
| A. Active | subject does action |
| B. Passive | subject does not do action |
| | 1. agent expressed |
| | 2. agent not expressed |

Nouns:

- | | |
|---------------|-----------|
| A. Singular | man, pen |
| B. Plural | men, pens |
| C. Count | chairs |
| D. Mass | flour |
| E. Possessive | soldier's |
| F. Collective | fish |

Adjectives:

- | | |
|--------------------------|---------------------------|
| A. Predicative | The tank is green. |
| B. Attributive | The green tank is moving. |
| C. Degrees of comparison | |
| 1. regular | big, bigger |
| 2. irregular | worse, worst |
| D. Ordinal/Cardinal | |
| Numbers | first, one |

Adverbs:

- | | |
|-------------------|-------------------------|
| A. Time/Frequency | immediately, today, ago |
| B. Place/Position | here, there, everywhere |
| C. Manner | maybe, possibly |
| D. Negative | no, never |
| E. Comparison of | nearest, harder |
| F. Degree | thoroughly, completely |

Articles:

- | | |
|---------------|-----------|
| A. Definite | a, the |
| B. Indefinite | any, some |

Pronouns:

- | | |
|------------------|---------------------|
| A. Personal | you |
| B. Demonstrative | that |
| C. Indefinite | anybody, both, each |
| D. Reflexive | himself, yourself |
| E. Cases of | I, me, my, mine |
| F. Relative | who, whom, whose |
| G. Interrogative | who, which, what |

Conjunctions:

- | | |
|-----------------------|------------------------------|
| A. Coordinating | and, but, or, nor |
| B. Subordinating | because, if, as, that, after |
| C. Correlative | either, or |
| D. Conjunctive adverb | therefore, furthermore |

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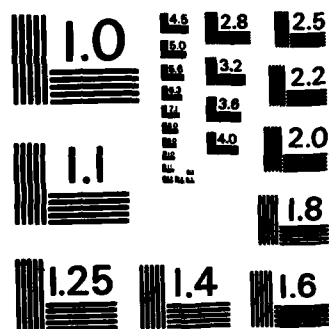
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Prepositions:

A. Simple

1. place
2. time
3. direction/motion
4. manner/agent/
instrument
5. measurement/
number amount

on, in
in, at, on
to

by, with

of

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2400 -
Elementary and Intermediate Phase of General
English materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

two word verbs